

## TV teaching for young workers to be studied

by Maggie Richards

A major feasibility study is to be undertaken of ways in which television could be used to help young workers adjust to their working and social environments after leaving school.

The study, involving the secondment of two officials from the Independent Broadcasting Authority and the British Broadcasting Corporation, is being sponsored by the Manpower Services Commission and the Education Foundation. It will also examine the use of other distance learning techniques and the involvement of volunteers, who might be used in a similar way to the voluntary tutors engaged on literacy schemes.

One particular aim will be to look for means of assisting unemployed young people to obtain social security payments, work experience schemes and educational opportunities. Information was offered on interview techniques and becoming self-employed.

The series also incorporated a telephone referral service, similar to the system used for the BBC's literacy series "On The Move". More than 2,000 inquiries were received during the series.

An evaluation report on the whole exercise is now being prepared for the MSC, and should be available in a few weeks time.

## Professor Gould's planned visit rouses students

Students at the Polytechnic of North London are pressing the Council for National Academic Awards to reconsider the inclusion of Professor Julius Gould, author of the anti-Marxist tract *The Attack on Higher Education*, in a team of academics shortly to visit the polytechnic.

The students' union has written to the CNAA expressing "regret" that Professor Gould, head of the sociology department at Nottingham University, has been invited to be a member of the 23-strong party making the quinquennial visit later this month.

Ms Kate Worley, union president and a member of the National Organization of International Socialist Societies, said this week: "The executive committee of the union regrets Julius Gould's invitation to attend because of his outspoken criticism of the approach to sociology."

"We feel he is biased and not suitable to take part in a visitation where they are validating the polytechnic."

"They were not happy particularly in view of comments made in the past about the PNL by a former head of the sociology department, Mrs Caroline Cox, a member of a study group that helped to produce *The Attack on Higher Education*."

They were also concerned in the light of the decision last October by Mr Terence Miller, the polytechnic's director, to call in the examination papers of all final year sociology students to examine them for Marxist bias. The students intended to raise the matter at a meeting of the academic board due to be held on Wednesday.

Miss Harriet Greenaway, assistant academic registrar, said she understood that the CNAA's intention was to try to build up a visiting party that had as much continuity as possible with those that came in 1973 and 1975. Professor Gould came in 1975.

Dr Brian Heraud, acting head of the department of sociology, felt appropriate choice. Professor Gould is to deliver a lecture entitled "Freedom—For What?" on February 21, the first day of the CNAA visit.

Dr Jon Michael, deputy director of the University of London Institute of Education told the tribunal that one reason the institute had not promoted Dr Margherita Rendel, a lecturer in human rights and education, was because of the passions which her hostility to the institute had aroused in her.

Dr Rendel, aged 49, is appealing to an industrial tribunal under the Sex Discrimination Act, 1975, and the Equal Pay Act, alleging that she is being paid less than men doing similar work at the institute, and that she has not been promoted beyond the position of lecturer because of her sex.

On Monday she alleged that the institute had organized all its senior posts so as to block her promotion.

Dr Rendel, who last year served on a working party which showed that the number of women in senior posts at the institute had declined over the past 13 years, also alleges victimization. She claims that since

The IBA and BBC researchers for the project will be seconded to the study for three months. The MSC hopes that a report will be forthcoming by the middle of the year. The IBA, in conjunction with the National Extension College at Cambridge, is already hoping to pioneer the use of television for the 16-19 age group later this year, with a series aimed at jobless youngsters.

This follows a pilot series of programmes entitled "Just the Job" shown on Westward Television recently. It was accompanied by a jobhunter's kit designed and produced by the National Extension College and financed by a £54,000 grant from the MSC.

The kit included advice in strip-cartoon form on seeking employment, obtaining social security payments, work experience schemes and educational opportunities. Information was offered on interview techniques and becoming self-employed.

The series also incorporated a telephone referral service, similar to the system used for the BBC's literacy series "On The Move". More than 2,000 inquiries were received during the series.

An evaluation report on the whole exercise is now being prepared for the MSC, and should be available in a few weeks time.

## Increase in science numbers proposed

by Judith Judd

Universities have been asked by the University Grants Committee to consider increasing the proportion of students studying science. The committee's most recent letter says that the proportion of arts to science, including medical students, has changed over the past few years from 45:55 to about 49:51 in 1976-77. It points out that the universities' recent estimates of the numbers in each group by 1980-81 would have maintained the current position.

"On the one hand that might be regarded as implausible, having regard to the trend over the recent period; on the other, information from UCCA on admissions in 1977

and applications to date for 1978 seems to indicate that the annual rate of increase is higher in science than in the arts."

In discussing the overall total of students expected by 1980-81 the letter says universities had estimated 305,000 by 1980 even when the Government was planning to finance only 290,000. "It has now said the figure for 1980 should be 310,000."

The natural "roll on" effect on probable undergraduate entries in 1979 and 1980 makes 305,000 virtually the equivalent of 310,000 a year later. "It appears therefore that planning could proceed on numbers related fairly closely to the rate of expansion the universities have had in mind."

Some universities are planning to increase the proportion of students taking higher education courses for serving teachers and those on postgraduate study. This will involve a reduction in the number of students in the arts and sciences who will be fully employed on leaving. The loss of fee income is also seeking a defaulting "serving teacher" since not have jobs when they course.

## Lecturers from fined polys disrupt ILEA committee

by Peter David

Over 20 chanting lecturers disrupted a meeting of the Inner London Education Authority's education committee this week in protest against a decision to duck £100,000 to keep two polytechnics which failed to keep their overseas student numbers static.

The lecturers, from Thames Polytechnic and the Polytechnic of Central London, brought the meeting to a temporary halt by shouting "no fines on polys, no racist quotas" during the education committee's debate on the ILEA's annual budget.

Both polytechnics, however, have already been notified officially that their ILEA grants will be cut by £50,000 during the next academic year. The decision to impose the fines, taken by the authority's committee, does not require formal ratification by the education committee.

But the issue was debated briefly by the education committee during a discussion on the ILEA's latest scheme to reduce overseas numbers in each of the polytechnics and colleges to 25%.

Conservative members of the committee said they were unhappy about the way the decision to penalize the two polytechnics had been taken. Mr David Smith, the Conservative spokesman on further and higher education, said that the decision had gone through the sub-committee "without our having a chance to hear the other side of the case".

In a division, however, the ILEA report on overseas students was agreed by 29 votes to 19. Opposed to the fines is continuing at both polytechnics.

A resolution describing the ILEA's policy on quotas as "racist" was passed by Thames Polytechnic's academic council and its social science and humanities faculty board. But a meeting of the finance and general purposes committee of the governing body was disrupted by student protests and adjourned before the solution was discussed.

At the PCL a spokesman confirmed that the ILEA had given official notification that the fine would be imposed.

According to an ILEA spokesman no decision has yet been reached on how the £100,000 cut from the two polytechnics will be distributed.

## Language research trust announced

A new charitable trust, the New Language Educational Trust Ltd, with a brief to finance non-profit-making ventures in modern languages, was announced last week by Mary Glasgow Publications.

Speaking at the firm's 21st anniversary, Mrs Mary Glasgow said she hoped the trust would be concerned with research into the teaching of English as a foreign language and a special language; with a study of Eastern and Scandinavian ones; and to administer a travelling scholarship for students of modern languages.

## O'Carroll sack brings call for procedures

by Peter David

An emergency meeting of the University Teachers' Association is to discuss the sack of O'Carroll, chairman of the public information exchange, this week.

Some academics at the meeting are concerned that the sack of O'Carroll might be used as a precedent in sack cases in the future. A petition containing 60 signatures was presented to the meeting.

Mr O'Carroll, who was sacked after a dispute over his press officer in the services department, was sacked after members of the O'Carroll council met in a hall in the city.

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# Higher Education SUPPLEMENT

February 17, 1978 No 328

Price 20p

## University teachers poised to accept 10 per cent

by Judith Judd

University teachers will receive a pay award of around 10 per cent from October 1 last year but dates for the signing of their pay award have yet to be fixed.

Three important issues are on the verge of being settled. The Association of University Teachers is confident that universities will receive the extra money to pay for the increases and difficulties over wage "drift" are close to being resolved after a meeting of Committee B this week.

Though negotiations have been told that the Government would give lecturers an award of 10 per cent, the maximum allowed under its pay guidelines—amounting to an increase of 10 per cent—has arisen over the amount of "drift" due to increments and promotions.

The Government said the "drift" should be discounted against any amount paid from October 1. The University Grants Committee and the University Authorities Panel agreed that there was a wage drift of only 0.15 per cent at most and the AUT thought this could be reduced to nothing.

In his latest bulletin to branch secretaries, Mr Laurie Sapper, the AUT's general secretary, said that it was common ground that the amount involved was very small.

Another question which is also about to be settled is that of the new pay order which will take into account the 10 per cent increase from last October.

There has been a dispute between the Department of Education and Science and the universities about the way in which the scales should be calculated.

Exactly when and how the Government undertakings will be given have still to be decided by ministers.

At its December meeting the association voted to claim 10 per cent towards righting the anomaly from last October plus whatever increase the further education teachers receive in April. It also demanded the settlement of the whole anomaly by October this year.

The AUT has always said, however, that agreement on the scales would be provisional and would depend on the undertakings given about the righting of the anomaly. This is now the crucial outstanding issue and negotiators are hoping for a reply from the Government at a meeting of Committee B next week.

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## More power for poly governors?

by Peter David

Greater powers for polytechnic governors, including control of the appointments of all academic and non-teaching staff, are recommended in the final report under discussion by the Dales committee this week.

The report proposes constituting governing bodies "in such a way as to provide a clear focus of authority and accountability." They should be given maximum freedom to appoint staff, within total budgets and manpower ceilings laid down by the local authority.

"It is a common complaint, reflected in evidence submitted to us, that some local authorities interfere in the detailed management of their institutions so as effectively to prevent governing bodies from exercising the responsibilities for management entrusted to them by the institution's articles of government," the report says.

But it refrains from suggesting that polytechnics should be given corporate status and enabled to employ their own staff and own their buildings. Instead, local authorities should be responsible for "the general character and educational role" of their colleges, with detailed establishment control coming under the governing bodies.

As a safeguard against the "unlike" event of a governing body acting irresponsibly or exceeding its authority, the maintaining local authorities would be empowered to dissolve the governing body and take over its functions for an interim period.

The report also recommends clarifying the relationships between governors, academic boards and directors. It adds: "A large part of the expenditure of any higher education institution is related to academic matters and there is bound to be a close relationship between academic and financial responsibilities."

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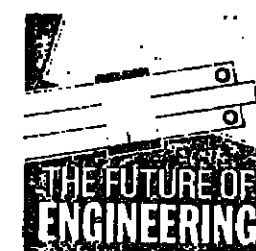
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## Free standing diplomas attract big enrolment

by Simon Midgley

There has been an 80 per cent increase in the number of students enrolling on Council for National Academic Awards (CNAA) validated free standing diplomas of Higher Education over the past year—and a high proportion of these have been mature students.

This was announced by Dr Edwin Kerr, chief officer of the CNAA, at the fourth annual conference of the Association of Colleges Implementing DipHE (ACID) in Birmingham last week.

He told more than 70 delegates, mainly from polytechnics and colleges of education, that enrolment on free standing courses in the 1977-78 academic year was 530, almost half of whom were mature students. In 1976-77 the comparative figure was 280.

By comparison the number of enrolments to CNAA validated diploma courses were firmly linked to degree courses and have hardly changed at all. The latest intake remains about the same as that in 1976-77, around 1,600 students.

At present a total of 3,900 students are studying on 14 free standing DipHE courses and 17 degree-linked DipHEs. All 31 courses are approved by the CNAA and no statistics were offered for courses offered in the university sector. Last year the total number of students on DipHE courses was 3,350.

Dr Kerr said that free standing courses appeared to be coming increasingly attractive to students—particularly to mature applicants who were not qualified in the traditional sense.

While urging a word of caution in interpreting the statistics on the basis that the sample numbers were fairly small and insufficient analysis had been conducted by the CNAA to date, Dr Kerr said there did appear to be some reason for concern that the drop out rate between the first and second year of both types of courses was fairly high.

Without naming colleges he gave examples of institutions where there had been a significant fall off. One course which started with 85 students in the first year, fell to 55 in the second. Another began with 70 and suffered a 25 per cent drop the following year.

Dr Kerr said that colleges would need to keep this under review and make sure that the situation did not deteriorate. With a fairly open access policy not tied to formal

academic qualifications, he said it was important for colleges to select students whom they felt were likely to complete the course.

Mr Martin Brennan, an ACID committee member and course director of the DipHE at King Alfred's College, Winchester, said he was "very pessimistic" at the moment about college's ability generally to attract students from the 18-year-old plus market to free standing DipHE courses.

Although his own college was not experiencing a problem, he said later, the evidence that ACID had collected seemed to show that a lot of DipHE students were recruited from the mature student market and colleges are struggling when "it comes to the 18-plus market".

Because for school leavers entry qualifications for DipHE courses are normally two A level, many students prefer to opt for degree courses. Until the advantages of the DipHE became more widely known, for example, the opportunity for would need to continue to run their DipHE programmes in conjunction with linked degree schemes.

As far as linked courses are concerned Dr Kerr said that only a fairly small proportion of students actually claimed the DipHE for which they might be eligible, most left with the linked degree qualification.

Mr Bob Fairbairn, DipHE course director at Bradford College, said that, although progress has been made on the issues of the transferability of the DipHE and on its internal coherence, there was a need to improve its acceptability as a terminal qualification.

Dr Mike Boulter of the North Essex London Polytechnic expressed some concern that institutions seemed to be spending an increasing amount of time arguing both internally and with the CNAA about the qualification's status and its transferability.

Dr John Davidson, secretary of ACID, said that incomplete figures relating to the distinctions in the 1977 DipHE output revealed that at least 586 awards were made.

Of these, 405 students transferred to degree courses in the same institution and 95 transferred to degree courses in the same institution. Of the remaining 86 students, 40 were transferred into courses offered by other institutions and 45 "were turned loose" with the DipHE qualification.

## Polytechnic enthusiasm for project teaching methods

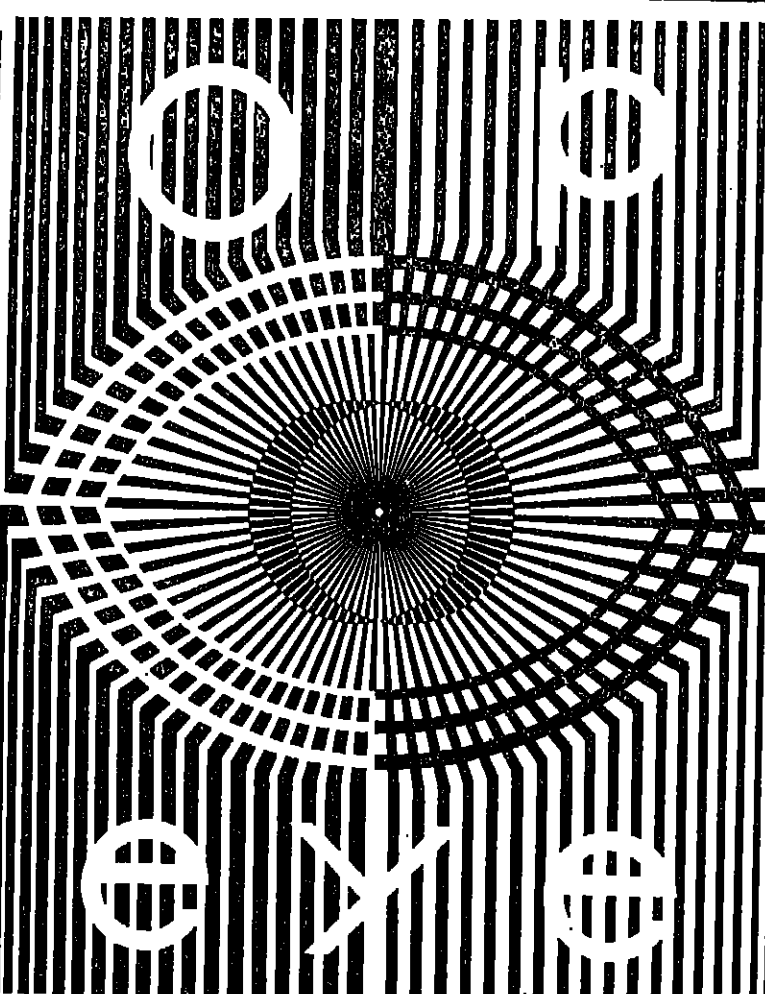
Are project teaching methods suitable for undergraduates? How can they be assessed? And what is a "project" anyway? These were key questions at a conference arranged by the staff development unit at Manchester Polytechnic last week.

No "text book" answer emerged but it was clear that, while heartily embraced, the project mode could be a successful and exciting innovation, not impossible to evaluate and of lasting benefit to students.

Or so it seemed from the account of methods adopted by the North East London Polytechnic, whose head of the Diploma of Higher Education department, Mr John Stephenson, told the conference that what employers expected from graduates, aside from a degree, was competence in dealing with the unfamiliar. "If we want people to learn to cope with the unfamiliar the obvious thing is to give them the unfamiliar," he said.

With this in mind the college's DipHE course was based on independent study and project work, with students designing and carrying out their own projects and having to prove their plans were appropriate. They must also participate in group projects to learn the art of collaboration. Students set their own targets and tutors were more consultants than teachers; in more than one case students had to demonstrate that they had learned in their chosen subjects.

The fundamental philosophical position was that, if a student is to be a professional, he must be able to solve problems. Each subject



An exhibition of Op Art opened this week in the Bonar Hall, Dundee University. It contains paintings, prints and kinestics displays including the work above produced by Mr Nicholas Wade, a lecturer in the university's psychology department.

## HMI paper will outline needs of community colleges

by Maggie Richards

The aims and needs of community colleges and community schools are to be outlined in a new paper to be published shortly by HMI Inspectorate.

Miss Margaret Jackson, Under-Secretary of State for Education, told a conference on community education at Milton Keynes last week that the paper would be designed to provoke discussion on the subject, and to encourage the development of more community colleges and community schools.

"It has been the aim of my Department for a very long time to persuade local authorities to both build new community colleges and community schools, and to look at existing buildings to see how they could be used to make community use a practical and successful proposition."

Community institutions were the heart of many of the developments in education today, Miss Jackson said in her address to the 220 delegates attending the two-day conference at the Stantonbury Campus in Milton Keynes.

More community colleges and community schools should be established, because both the institution and the local community could benefit from such involvement. The provision of adequate resources had proved a major stumbling block, she admitted. But it was equally important that staff were fired with the enthusiasm to make the scheme work, otherwise the most magnificent buildings and facilities would be wasted.

A million fewer children would be entering schools over the next five years, and this would provide "house room" for the development

of community education. During this time it would come to be assumed that community education would be available as of right.

"Those with increased leisure time to the schools which have been built by the whole community to open up not only their sports facilities, but also all their other facilities and equipment for wider use", Miss Jackson added.

"Most of all, community colleges and community schools offer the chance of developing a new approach to education which is in itself more challenging and which can meet the needs of the society of the future."

Mr Geoff Cooksey, director of the Stantonbury Campus outlined five reasons for staging the conference: to learn from the progress of others; to provide mutual support; to discover the national pattern of provision; to establish a system of communication; and to prepare for developments in the field of community education.

The conference, he said, had not been organized on a formal basis. It had emerged as a result of a growing consciousness about community education by various groups, which had then taken a more concrete shape.

The demand for the conference had been demonstrated by the 150 applications which had to be turned down because of lack of accommodation.

He likened the development of community education to that of comprehensive schooling. "We have got past the stage of deciding whether we should have such institutions. We are now in the practical stage of discovering how they work and how we can improve them."

## Jobs safeguard in training for skills

by Patricia Santinelli

Training for skills would provide young people with a safeguard against unemployment, Mr Geoffrey Holland, director of special programmes for the Manpower Services Commission, said last week.

Speaking at the Trade Union Congress Youth Conference Mr Holland emphasized that in future most jobs would require skills and the Youth Opportunities Programme was relevant since it applied itself to this very purpose.

"Anyone who acquires a skill is arming himself against unemployment. For an individual the moral of this is clear," he said.

Young people knew the kind of help they wanted. They were looking for a job and how to present themselves at an interview. They also wanted to learn skills for a job and they preferred to learn on the job rather than in the classroom.

"This is what the YOP is intended to do, one which will help young people continue building up acquired knowledge even when they are in employment," he said.

Another aspect of young people's education was seen as extremely important by Mr. Lorna Davies, a delegate from the National Asso-

## TV numeracy course 'meets need'

Demand for Britain's first wide numeracy course, the Count, has exceeded all expectations, according to the National Extension College, Cambridge.

The NEC, in conjunction with Yorkshire Television, developed television programmes which are being screened weekly by independent companies.

According to the NEC, more than 1,500 adults have been applying each week for the course. Extra staff have been employed to cope with demand, and a reprint of the correspondence materials has been ordered.

The materials consist of a book, a puzzle book and a sports devised card game. A manual training pack have also been piled for tutors. Students who are not on the NEC for the correspondence pack are also advised to obtain help locally.

Mr Richard Freeman, executive director of the NEC, said: "We struck a deep vein of need deep out the population. The response to the programmes and book is enormous. The overwhelming action is one of gratitude for adults who are desecrated for it."

Hundreds of pensioners have taken to the series, and in other applications for materials come from parents anxious to be able to help their own children with numeracy problems.

Letters have also come from adults who have lost their jobs and failed to win promotion because of problems with numeracy.

Said Mr Freeman: "Before the series was launched we were told it would never work; that you could not teach mathematics by television. We think we have been wrong, since the new firm views grows daily."

The Make It Count series will be continuing for another 18 months. It is transmitted on day and Thursday mornings in regions.

## Board boycott at Middlesex

Students at Middlesex Polytechnic are boycotting meetings of the academic board and its committees, protesting at a cut in student representation.

The constitution of the academic board was changed last year to new instruments of government: the polytechnic were approved by the Department of Education and Science.

Under the new constitution membership of the board is to be 14, of whom 10 are to be students. The total is to be reduced to 13 to six.

Mr John Rabone, president of the student union, this week described the change as "a drastic and sudden change in the way the polytechnic is run". He said students would be reviewing its decision. The student union wants nine members on the board.

The students' position has been supported by two of the polytechnic's five faculty boards. The boards for social science and education and the performing arts question the right of representation and of having a say in the running of the institution.

Under the new system examinations became much more important and failure after re-examination could result in expulsion from the course.

Madeley College of Education Students' Union is concerned because Keele University regulations appear to have taken precedence over the college's own regulations which means that students have lost their right to appeal personally and be represented at the relevant hearing.

Mr Paul Laxton, union president, said: "The main concern in my mind is that the properly constituted appeals procedure whose students have the right to appear personally and take representation if they wish to."

The argument of the university is a practical one. "They have to deal with 70 to 80 academic appeals across the board a year."

## Teachers press claim for 18.5% pay increases

Teachers in further education were in "real danger" of falling behind other comparable income groups, the teachers' panel has warned in its submission to the Barnham further education committee management panel.

The 11-page pay claim also seeks a guarantee that when a settlement is reached, negotiations can be reopened if salaries in further education again fall behind those of other groups.

The claim, for salary increases of 18.5 per cent and other improvements in the pay structure, was presented to the management panel last week by Mr Stan Broadbridge, general secretary of the National Association of Teachers in Further and Higher Education.

In his address to the management panel Mr Broadbridge emphasized that there were no restrictions impeding a reasonable pay settlement.

He told the panel: "You are not obliged to conform to any statutory incomes policy. There is no policy on the statute book apart from the 12-month rule. Not even cash limits."

Proposed salary scales from April 1, 1978	
Lecturer grade I	£3,453 by fourteen increments to £5,802
Lecturer grade II	£3,170 by ten increments to £4,141
Senior lecturer	£3,585 by four increments to £4,677 (bar)
Principal lecturer	£7,656 by two increments to £8,223
	by three increments to £8,484 (bar)
Department head, grade I	£6,417 by four increments to £7,338
	£7,317 by four increments to £8,253
	£8,001 by four increments to £8,936
	£8,622 by four increments to £9,666
	£9,378 by four increments to £10,422
	£10,131 by four increments to £11,175

## Students in dispute with Keele

by Simon Midgley

Madeley College of Education Students' Union is in dispute with Keele University over its academic appeals procedure.

The union is pressing the university to establish a "properly constituted appeals procedure" where by students who fail their examinations are given the rights of personal appearance and representation.

At present the students claim that only an unofficial appeals procedure exists and that this only considers written submissions.

The issue arose during the 1976-77 academic year after the college introduced new three-year ordinary and four-year honours degrees validated by the university.

Formerly all entrants to Madeley College for initial training started off on a Certificate of Education course and just a minority went on to a further year for a BEd honours course.

Under the old system written examinations were the crucial factor in their own right until the third year and students, who were normally badly at any time during their course, were dealt with by a progress committee which could recommend to the college's academic board expulsion if necessary.

However, students were allowed the right of appeal to the academic board and ultimately to a committee of the governors and the college's articles of government also safeguarded their right of representation and personal appearance.

Under the new system examinations became much more important and failure after re-examination could result in expulsion from the course.

Madeley College of Education Students' Union is concerned because Keele University regulations appear to have taken precedence over the college's own regulations which means that students have lost their right to appeal personally and be represented at the relevant hearing.

Mr Paul Laxton, union president, said: "The main concern in my mind is that the properly constituted appeals procedure whose students have the right to appear personally and take representation if they wish to."

The argument of the university is a practical one. "They have to deal with 70 to 80 academic appeals across the board a year."

## New group to help the adult learner

Moves will be made shortly to strengthen the student lobby for paid educational leave and mandatory grants for adult learners.

In the next few months the National Union of Students and the Open University Students Association are expected to establish a joint working party on adult and continuing education provision.

The main aim of the new group will be to draw attention to the concept of continuing education, and the growing demand for wider provision.

Preliminary talks about the creation of the working party have been held between the two groups.

OUSA's executive and education committees have now to discuss the findings of a major new survey of adult education provision.

OUSA's general secretary Mr Rex O'Hare said: "We believe adult and continuing education should be open to everyone, which it certainly is not at present. We want to see part-time students having access to mandatory grants in order to study, and paid educational leave available to everyone."

We are seeking the support of the NUS as a pressure group in education."

Sussex occupied

Sussex University was occupied for three days last week by students demanding changes in the university's academic assessment procedures.

The students' main demand was for an observer on the student progress committee, which oversees the marking of academically unsatisfactory students.

A resolution to appoint a student observer was agreed "in principle" by the university senate last term, but students want the decision to be implemented immediately.

Stirling jobs seminar

Stirling University made its contribution to the unemployment and work creation issues last week when it held a three-day international conference on the subject. Speakers from West Germany, Sweden, Denmark, The Netherlands, Canada and the United States presented papers and research reports on work creation measures in their own countries.

## Threat to European science research

by Robin McKie  
Science Correspondent

Scientific research is in danger of being stifled at its point of origin, Sir Brian Fowler, president of the European Science Foundation, has warned.

In the foundation's annual report, he stresses that in all 17 member countries the support for small-scale research is being squeezed because larger proportions of dwindling budgets are being devoted to large-scale undertakings. If this trend continues, it will soon have a serious effect on scientific innovation by affecting it at its roots. This danger is compounded by the shortage of posts at universities and research institutes, for the appointment of emerging young research workers.

"Although we must all accept the necessity to trim our activities in difficult economic times, the executive council has thought it right to draw to public attention what it believes could soon become a dangerous situation," he states. The report reveals that statistics

for the period 1970-77 show an almost universal trend towards "non-traditional" expenditure, while grants to university and other independent laboratories, teams and individuals have decreased in recent years.

This development may be understandable, say the foundation, but it contains symptoms of a dangerous nature. The running of international laboratories, scientific techniques, while innovative research is pioneered at a lower level.

"It should be taken into account that, especially in those fields which have no need for very expensive, big facilities—which are the main choices for international research centres—smaller units in different countries makes up for at least an equally important part of European research activities."

This threat to the vigour and creativity of research communities is even more pressing because of the proposed serious limitations on university recruitment over the next

10 years. This could cause serious problems, distorting the pattern of research at centres and leading eventually to a "strong negative momentum" towards research and a university sector in general.

This problem has lost some European countries to place greater emphasis on financing smaller units of research away from support for international projects. But the foundation warns that this, in itself, could have a detrimental effect on big science and international co-operation.

"The cultivation of a healthy and innovative research community should be complemented by maintaining at the same time the big research establishments, so that they can provide adequate facilities to a maximum number of users from universities in the different countries," they state.

In a bid to redress the balance, the foundation calls for the creation of a "modest" fellowship and workshop schemes to support activities suitable for European collaboration and for which adequate arrangements do not already exist.

Letter, page 16



Four student directors have been appointed by the St Andrews Festival Society Committee to run the 1979 festival. They are from left to right: Miss Susan Wade, Mr Charles Allen, Miss Carmel George and Mr Colin Forbes of St Andrews University.

## Adult education needs special centres, urges new report

Specialized centres provide a better base for adult education than the multi-purpose community college or community school, according to the findings of a major new survey of adult education provision.

The authors of the survey, Mr Harold Wiltshire, emeritus professor of the adult education department at Nottingham University and vice-president of the National Institute of Adult Education, and his colleague Mr Graham Mear, senior lecturer in the adult education department at Nottingham, also report that the adult education service is under such financial pressure in some parts of the country that its very existence is threatened.

Their findings, following a two-and-a-half-year investigation of institutions and staffing, are published in *Structure and Performance in Adult Education*. The survey was financed by the Department of Education and Science.

The report questions the assumption that specialized centres can only be justified economically. "It seems to us that any reasonably coherent population of 25,000 or so could use fully and support a specialized institution with modest premises of its own and a full-time adult education service."

"This would cost little or no more than the provision of equivalent accommodation in a multi-purpose institution—the return educationally and socially would be far greater."

Among the multi-purpose institutions, the authors find that colleges of further education are more cost-effective than the adult education service. Advantages of the system include the closer relationship of adults to traditional college systems, in both age and the part-time

and voluntary nature of courses; the fact that adult education is statutorily part of the further education system and financed from the same budget; and gearing of the colleges to a three-session day.

But the potential advantages of the specialized centres are likely to be developed where a clear commitment has been given to education of the whole adult community, the report adds.

The obvious advantage of the community school is that it provides accommodation for small communities at little capital cost, but it must cater for schoolchildren, the youth service and adult education, the report points out.

Four disadvantages of the system are outlined: "There is a wide age gap between school and adult students; school education is compulsory and full time, adult education is voluntary and part time; there are wide organizational and attitudinal differences between the two services; the school tradition tends to be one of central control rather than departmental independence; the school-youth-adult integration excludes further and higher education, the very sectors of education with which adult education is likely to have most in common."

The authors admit that some of these disadvantages are likely to disappear as the community school assumes its full role. But some of the problems are seen as structural ones which will not easily be remedied.

In general terms the adoption of a new type of institution is no guarantee of its success, adults of further education are more cost-effective than the adult education service. Advantages of the system include the closer relationship of adults to traditional college systems, in both age and the part-time

Correction

Mr Terence Miller, the director of the Polytechnic of North London, has asked us to point out that in polytechnic profile 28 (THES, February 3) the institution's output of graduates in absolute numbers is higher than that of several of the smaller British universities—not that the percentage of the institution's total output at first degree or postgraduate level is higher.

"Ancient and modern"

The theme of the 17th annual Todd lecture which Professor W. Bowman, head of Strathclyde University's department of physiology and pharmacology, delivered at the Southern General Hospital, Glasgow, last week.

Feature, page 15



## RESEARCH

## £250,000 for study of early years of life

by Simon Midgley

The educational transitions in the first eight years of a child's life are to be the subject of a £250,000 research study by the National Foundation for Educational Research.

A three-part research and development programme, independently established and financed, but organizationally closely linked to the National Foundation for Educational Research, will be undertaken over the next three years.

The first phase, financed by NFER, "Transition from Home to Pre-school", starts in April and will finish at the end of August, 1980.

Five issues have been selected for detailed study with the intention of obtaining a fuller conceptual and empirical grasp of the process of transition at this stage in children's lives.

These are: first, immediate factors in transition, for example, problems faced by children upon entering pre-school and strategies employed by staff; secondly, the implications of age of entry into pre-school; thirdly, a comparison of home and pre-school environments; fourthly, associations between the child's experience in home and his behaviour and progress at pre-school; and fifthly, longer term issues such as the continuity of behaviour into pre-school life and the interplay of effects between pre-school and home.

The second study, financed by the Department of Education and Science, "Continuity of Children's Experience in Years 3 to 8", started in April, 1977, and will also finish

at the end of August, 1980. It is divided into two main parts: a longitudinal study of a small sample of children during their last three months in pre-school and their first three months in infant school; and a cross-sectional study of the activities commonly provided and the context in which they are experienced in infant schools and the various forms of pre-school.

The third part, financed by the Schools Council, "Transition and Continuity in Early Education: Development Project", starts in April and will also finish at the end of August, 1980.

It will also be closely integrated with the DES project and will develop and evaluate the concept of locally based "Liaison Groups" each composed of the staff of "neighbourhood" infant school and its "contributory" pre-school institutions, as a means of harmonizing their children's early educational experiences, and coordinating the services each provides.

The programme as a whole thus covers the educational transitions made by children in their first eight years, and combines pure research, with action research, fact-finding with application, diagnosis with treatment.

Most importantly, it is implicit in the nature of the work that boundaries between maintained and voluntary provision, "professionals" and "amateurs" will be crossed, and common ground established between teachers, nursery nurses, playgroup leaders, child minders and parents.

## Lancaster project in youth opportunities

by Patricia Santinelli

Lancaster University's contribution to the Youth Opportunities Programme is to get underway today when a one year research project involving the Institute of Post Compulsory Education at Lancaster, Nelson and Colne College and the Further Education Curriculum Review and Development Unit is agreed to.

The project, which is being funded by the FEU to the tune of £7,500, involves Mr Noel Kershaw, deputy principal of Nelson and Colne College, in producing a register of innovations in further education and carrying out research on "best practice" innovations.

The research originates from work undertaken last summer by Mr Kershaw which revealed the difficulties of tracing innovations except through personal contact.

"As a result of my work I had arranged for three Dutch people to see some innovative projects, and this highlighted the problem of not having a register as well as the danger of people repeating each other's work," Mr Kershaw said.

Another project, the Caribbean Workshop in Sheffield, is designed to develop young people's ability to cope with life in general—that is being flexible and adaptable to

changes in employment. Other schemes involve in their last year at school one day a week out of school as in the British Jerr.

Here youngsters take a programme designed to be a wanted out-of-work day. This is also used as an educational way to develop and nurture young people who are helping young people who are effectively in groups.

Indeed this is also being at Bridgend, Glamorgan, a factory where young people are now actually doing production work in groups. Then invaluable experience production methods.

Mr Kershaw hopes that a much wider spectrum of than are at present known he will follow up leads and then will write, as leges, innovators, local schools and to inform the projects.

He added that this was the kind of less formal experience which had to be at the centre of any contribution further education made to the Holland programme.

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The campus at Lancaster: contribution to Youth Opportunities Programme.

## Parasites and immunity in the intestines

A grant of £14,894 has been awarded to two researchers at Aberdeen University's zoology department to study the immune mechanisms of the rat intestine.

Dr Leslie Chappell and Dr Alan Pike will conduct the study into the mechanisms that operate in the rat intestine against the tapeworm. The major interest in this research is that all parasites that live in the intestines, including man, are exposed to the immune mechanisms of the host. These responses are considerably weaker than those in tissues and it is now clear that the intestine is a highly controlled environment.

There is currently an increasing interest in immunity to intestinal dwelling parasites. This work has important implications as many important people harbour intestinal parasites, particularly in the Third World.

The researchers will concentrate initially on the identification and measurement of each type of rat antibody that adheres to tapeworms. Then the effects of antibody binding upon nutrient absorption by the parasite will be examined in detail.

## Transition from school to work

The Church of England is to study the transition from school to work of 16-year-old school leavers in an action research programme which is planned to conduct over the next 31 years.

The work, which will be based in Yorkshire, is to be funded by the Department of Education and Science. A research officer, who is to be appointed by the General Synod of the Church of England, will be based in York at the College of Ripon and St John.

The research officer will try to help the local community and schools to improve the preparation and support given to young people during this critical phase.

Schools in York and Bradford will cooperate both in the results of the project and in the carrying out of its findings.

Previous studies of the transition from school to work have been carried out in the amount of support provided.

The distinctive contribution of this project, it is hoped, will be to stimulate, at every stage of work, the response of other agencies in the community to the needs of local school leavers.

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## North American news

## Big growth in student funding planned

from Olive Coulson  
North America correspondent

WASHINGTON  
The Carter administration has asked Congress to authorize a huge expansion of federal student aid programmes that would make an additional two million middle-income students eligible for grants and loans for the first time.

The \$1.66bn package was announced at the White House last week by President Carter and Health, Education and Welfare (HEW) Secretary, Mr Joseph Califano, in the presence of the leaders of six key Congressional committees. The latter promised to do their best to ensure rapid passage of the Bill through the Senate and House of Representatives.

The battle in Congress between the administration's supporters on the House and Senate education committees, who want to help middle-income families meet the soaring costs of higher education by expanding existing student assistance programmes, and their opponents, who are pressing for an entirely new "middle class credit" (THES, January 13) is now certain to be the major political issue affecting higher education in 1978.

Mr Carter made no effort to conceal the fact that his package was designed to prevent Congress passing any of the tax credit Bills that have received strong support in the Senate recently. (The most sweeping Bill, introduced by Senators Pat Moynihan and Bob Packwood, would allow families to deduct \$500 taxes a year per student in independent elementary and secondary schools as well as higher education. A more limited proposal by Senator William Roth would

allow a \$250 credit for public and university students only.)

"Congress must choose between a tuition tax credit and the far more beneficial increase in federal student assistance programmes that I am proposing," the President warned. "This notion cannot afford, and I will not accept, both."

The administration opposes tax credits because they would give away hundreds of millions of dollars to the rich who do not need help with tuition costs. According to the United States Treasury, 30 per cent of Senator Roth's tax break would go to those earning more than \$40,000 a year.

After the President's announcement, Senator Roth expressed that he and his supporters would not let the new proposals derail their efforts to pass tax credit legislation.

However, higher education lobby groups quickly rallied behind the Carter plan. The American Council on Education (ACE), biggest of the post-secondary organizations, said it would work for the enactment of the proposals.

If Congress does pass the Carter package, more than five million American students will be eligible for federal financial assistance in the next academic year, compared with three million this year.

The government's spending on student aid will climb from \$3.8bn in 1977 to \$5.5bn in 1979-80. The increase comes in three main parts:

● Eligibility for Basic Educational Opportunity Grants will be extended to all students from families earning up to \$25,000 (the present income ceiling is \$15,000). The maximum grant for low income students will be raised from \$1,600

to \$1,800, and the maximum for those in the \$15,000 to \$25,000 income bracket will be \$250. Expenditures will be changed to make it much easier for self-supporting students to qualify.

● The Guaranteed Student Loan programme, which underwrites bank loans and subsidizes interest payments, will be expanded to support 260,000 new loans to students, with family incomes as high as \$45,000 (currently 200,000 will become eligible).

● The College Work Study programme, under which the federal government pays, on a part-time basis, wages of students doing part-time jobs, will be expanded to 280,000 further students to work their way through college.

President Carter introduced his package with some statistics to show that "today the cost of sending a son or daughter to college is an increasingly serious burden on America's low and middle income families."

He said average college costs increased 77 per cent over the past decade but he did not mention the fact that average disposable family incomes have actually increased more than that. Today the price of tuition fees, board and lodging is \$4,800 a year at an average private college and \$2,500 a year at a public university. At some of the leading private institutions fees may exceed \$7,000 a year.

In financial terms Mr Carter's student aid package is \$500m bigger than HEW officials led the press to expect when the 1979 Budget was announced last month (THES, January 27), and some observers think it is likely to expand further as it passes through the House and Senate education committees.

Mr Paul Bragdon, president of Reed College in Oregon, pointed out that the costs of higher education were bound to rise faster than the general rate of inflation, because, unlike manufacturing industry, colleges cannot reduce costs with the new technology and increased productivity.

But the president of Kenyon College, Ohio, Mr Philip Jordan, said that although college fees had increased at a faster rate than consumer prices, they had not gone up more than average family incomes over the past 10 years.

Both men, however, expressed concern about the widening "gap" between private and public universities. On average, private higher education now costs American students \$4,800 a year; for the average public institution the figure is \$2,500. Students at state universities therefore receive an average subsidy from the state close to \$2,000 a year regardless of financial need.

## And private colleges ask for more study aid

Presidents of more than 500 private colleges and universities met in Washington last week for the second annual meeting of their national association. The chief item on the agenda was to press for more federal student aid—and, as if by magic, President Carter revealed his \$1.66bn student aid package the day after their conference closed.

The National Association of Independent Colleges and Universities (NAICU) adopted a federal legislative programme that urges Congress and the Carter Administration to increase the funding of student grant and loan schemes so that combined with reasonable parental contributions, they cover at least 60 per cent, but not more than 75 per cent, of a student's total expenses" up to a ceiling of \$6,000.

The expectation that students should find 25 to 40 per cent of their college expenses through part-time and vacation jobs is an interesting measure of the strength of the American "self-help" ethic today.

At the same time as demanding more government spending on higher education, the NAICU presidents called for "a determined cooperative effort by Congress and the administration to reverse the tide of government regulation which threatens to destroy the integrity, freedom and diversity of American higher education generally and independent higher education in particular."

Their resolution drew attention to the 1970 General Education Provisions Act, which prohibits "any direction, supervision or control" over educational institutions by any employee, agency or department of the US government. The colleges went on to demand that Congress strengthen this statute by providing specific penalties for violations by civil servants.

Because they believe centralized federal control to be a real threat, the independent colleges hold that "federal assistance to higher education should be decentralized to the maximum extent possible."

Therefore the meeting called on the states to establish a specific policy for the private colleges and universities within their borders, to make maximum use of the resources these institutions offer and to run their own student aid programmes.

Although recent surveys have shown that a quarter or more of America's private colleges are in financial difficulties, there was no crisis atmosphere about the NAICU meeting.

Conversations with the presidents of several small liberal arts colleges—which form the backbone of private higher education in the United States—showed considerable satisfaction with the way the 1970s have shaped up for them so far.

There was also fear for the 1980s, when falling numbers in the 18 to 22 age group, combined with continued inflation, are expected to take their toll of many marginal colleges.

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## Need to eradicate 'running complex'

Pakistan's colonial inheritance, on the eve of partition, was two universities: the University of Punjab and the University of the Punjab. The latter, recently renamed the Pakistan Agricultural University, today, there are nine fully fledged universities, three of them under 10 years old.

Not surprisingly, the University of Punjab is the most established and most respected. It is also the most unoriginal. The initiative, it is modelled on the universities of colonial Britain and, as such, it faces real difficulties in meeting the social, cultural and economic needs of a young nation.

The universities which emerged immediately after the partition—Sindh, Karachi and Peshawar—were modelled on the University of Punjab. They too suffer, although to a lesser degree, from the colonial mentality. Early consultants, who heavily reflected the educational outlooks of Britain and the United States, completed the process.

Three factors have hampered these universities. Most of the university courses are taught in English, and most of the textbooks are imported from Britain and the United States. Pakistani educators are quite content to import curricula (and associated ideology) from abroad. As a result, quality has been difficult to maintain.

Second, the administration of the universities has been extremely bureaucratic. Its purpose has been to enable the bureaucracy to flourish and gain power. Additionally, university administrators can express themselves properly in English. At best, only vertical communication is possible.

The constantly changing political environment is the third factor. This has affected not only national development planning but also the emergence of any long-range plans for higher education. The only meaningful progress has been made under the 10-year military rule of President Ayub Khan, which at least brought some stability to the country.

Added to these three main factors which have blocked the growth of Pakistani universities is the real shortage of human resources. A "running complex" is in operation: anybody who is anybody wants to run out of Pakistan and escape from her overburdened problems.

A ray of hope is provided by the newer universities: at least they do not have a colonial hangover. The University of Islamabad has deservedly acquired a high reputation. This university has the dubious honour of having the ugliest architecture of all the Pakistani universities: the network of inverted-mirrored structures contrasts awkwardly with the scenic beauty of the natural environment.

But architecture apart, the University of Islamabad has high academic standards. Its research degrees are almost as good as in any developed university of the west. Many of its MPhil students sent abroad proceed straight to Ph.D.

First degree courses in Pakistan do not vary much from university to university: BA or BSc is taken in two subjects and lasts four years after matriculation. A good Pakistani first degree is roughly equivalent to a good pass at two British A levels. The BE courses are five much longer and are of six-year duration after matriculation. They are slightly more advanced than a British INCE.

The university entrance qualification is called FA/FSc, the initials standing for Fellow of Arts and Science. It is an intermediate qualification acquired after two years' post-matriculation study. Generally the standard is slightly above O level in science subjects and at par with O level in arts. Mathematics, in particular, involves more material than O level.

The results of the FA/FSc examinations are published in the marks above 60 per cent, so automatically to medical and engineering colleges.

Admission to medical college is highly sought after. This is not surprising, for doctors are among the most respected and best-paid professionals in Pakistani society. The drive to get into medical colleges has almost become a mania.

Although a wide variety of postgraduate courses are offered, very few prepare the students for a career. Among the most notable are Journalism and Library Science. The Master's courses last two years and take the students to about the same level as an ordinary degree in Britain.

Primarily, Pakistani universities need to get more involved with the rural and less developed sections of the country. Shortages of trained and available manpower in rural areas frequently require some form of incentives. Studies on both current and future market trends, if accurate, would assist universities to set realistic targets. Unemployment and underemployment of graduates is serious.

The universities need to involve themselves far more with local communities, industry and the private sector through research and consultation. The aim should be to produce the output of people committed to Pakistan's positive contribution to the world.

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## 'Exile law' sparks off widespread protests

from Ulf Schmetzer

Buses and cars burnt in central Rome again earlier this month as militant left-wing students retaliated against the application of an old fascist law under which their leaders are to be banished to distant parts of the country.

The Quixotic piece of legislation, on the statute books since 1863, was part of a new offensive by the judiciary and the main political parties to quash student violence which paralysed a great part of the past academic year.

Under the law, the government can "banish" any student for the first time since the war and applied it to three student leaders, one of whom had already been charged of causing public disorder through lack of evidence.

Government ministers hinted the law would be applied more rigorously in the future, possibly even against left-wing radio stations like *Radio Onda Rossa* (Red Wave Radio) and *Radio Città Futura* (Future City), which have been accused of fomenting unauthorized public demonstrations.

The law, initially passed to combat "brigandage", was amended in 1964 to encompass "people dangerous to public order" and made during Mussolini's dictatorship. It was allegedly used to break the back of the Mafia but in fact provided the legal means to banish between 12,000 and 18,000 "political enemies" (most of them communists) to islands around the Mediterranean.

Under the statute's provision the "condemned" are either banished to offshore islands, far-away cities or their home towns where they must report each morning and evening to the police. Sentences are passed behind closed doors. There is no right of appeal.

Implementation of the *confino* law is thought to be a political sacrifice by the communists, eager to portray a democratic "law and order" image in back their endeavour for a say in government.

## Court gives go-ahead for new decision-making structure

The Austrian Constitutional Court has now published its judgment of last October in which it rejected the claim advanced by the High Administrative Court that certain provisions of the recent Austrian University Act are unconstitutional. The decision means that the *parteiliche Mitbestimmung*, the equal distribution of the membership of many major university committees between full professors, non-professional staff and students, is permissible.

The Austrian decision contrasts with the 1973 judgment of the West German Constitutional Court which granted senior university teaching staff at least 50 per cent of votes in all decisions affecting teaching and more than 50 per cent in all decisions concerning research and appointments.

The Austrian case was initially brought before the High Administrative Court by five professors from Vienna University. Since, however, only the Constitutional Court can decide on such issues of conflict between the constitution and other legislation the Administrative Court referred the issue to the Constitutional Court.

These regulations concern the composition of faculty boards of studies which decide on curriculum questions and make proposals for teaching and examinations. The law lays down that professors, students and non-professional staff should be represented on them in equal numbers.

This, the Administrative Court recommended, should be changed because it would mean that the most qualified to judge the professors, could be overruled. The recommendation was rejected by the Constitutional Court on the grounds that there is no indication in the law that professors are the special guardians of "freedom of learning".

## Merger of arts institutions is abandoned

by Mike Duckenfield

Plans to amalgamate eight of Sweden's leading art, music and drama schools into a single institution have been scrapped. The change was to have taken place in July as the belated last step in the UGS reforms.

The communist backing for the abolition law (which observers feel can easily be manipulated to silence "troublemakers") without legal procedures has again alienated the Italian student movement from the party.

Meanwhile, wulfs at the Rome going (as students dub their 200,000-strong university) have been doused with anti-confinement slogans.

The judiciary's initiative was followed by an unexpectedly sharp condemnation of student unrest by the assembly of the Gramsci Institute in Bologna, a communist-controlled township called to discuss university reform.

Speakers from both Christian Democratic and left-wing parties not only condemned student "terrorism" but demanded more severe academic examinations. (Professors have repeatedly claimed they are being "bullied" into passing by militant student factions.)

Strangely enough, the latest crackdown comes after a time of relative student calm and considerable improvement in campus attendance figures which last year had plunged to 10 per cent in some faculties.

Many professors agree the campus calm has restored confidence following the dramatic shoot-outs and clashes between right and left wing extremists last year. Some lectures for the first time in years are being attended by 100 per cent of the class.

The crackdown also follows a bitter media campaign over the past month for more campus facilities, particularly in Rome, designed originally for 20,000 students.

Following the campaign the Rome city council approved a project to add another 70,000 cubic metres to campus space.

Among the faculties that will benefit are medicine, engineering and law.

However, the project will only be a stop-gap measure until a future government decision to build Rome's first new university, the *Università di Scienze e Tecnologie* at Tor Vergata—one of the 12 new universities which have been approved for construction in principle.

The guideline law passed in the aftermath of the 1968 uprising endorsed three principles: autonomous participation and multi-disciplinary.

According to M. Benazech, it also set up a top-heavy bureaucracy at the universities. It had been responsible for an incredible waste of money and it had put off higher education even more than before.

The statement is given more weight because of the fact that the Minister of Higher Education, M. Alice Saunier-Seïte, appears to maintain close contacts with the union.

However, the amalgamation was criticized as a "bureaucratic reform" by the eight schools after an unrewarding consultation period, UHJ backed down.

The schools, which teach industrial design, dance, film and television production, opera and singing and graphic design, will now be separate bodies under the regional boards. This gives Stockholm 12 of the country's 34 post-U68 institutes of higher learning.

## Frozen jobs trigger union anger

from Guy Neave

Tight university budgets led to a week-long protest led by the *Syndicat des Enseignants Supérieurs* (the left-wing union, particularly vocal among teachers in the demonstration against what it calls "financial strangulation").

This year's budget for higher education amounts to 11,500 billion francs (8.8 per cent up on the previous year). In real terms, however, the picture is not so rosy.

Inflation is running at around 10 per cent per year, though the pre-election estimates have notoriously reduced this figure to 5 per cent. Even so, the university budget represents a cut of between 10 and 15 per cent over 1976/77.

Particularly badly hit have been appointments to permanent university posts. With only 91 jobs to be on offer this year, the rate fell from now to 1980 is grim (10 October 7, 1977).

The strike call was followed sporadically at Limoges University. Renewed protests were staged against blacked promotions. In addition, teachers in the faculty letters demanded that future job time staff be guaranteed some form of employment.

In France the lot of the parish teacher in higher education is a happy one. He is paid only a few hours by the state, but he has automatic right to be taken on teaching staff again at the start of the academic year.

The protests were not limited to student unrest against academic staff. At the University of Paris IX (Dauphine), students went on strike and the first time the movement was to be gaining ground in the *grandes écoles*.

Even at the height of May 68 the *grandes écoles* remained the most part untouched by the student movement. The *École Nationale Supérieure Agronomique* at Toulouse—a body not known for its radicalism—has been out since last year in protest against the tightening of mid-term examinations.

The *Union des Grandes Ecoles* the main student body in the *grandes écoles* has also instructed its members to protest against the financial cut.

The atmosphere of general unrest signed up for a minimum of 12 years would undergo, at the beginning of their period of service, a five-year training period: 15 months' initial military training, ending with the officers' examination, would be followed by a three-year course of study and this special education would be followed by a further stage of military training as a direct preparation for the immediately following active service.

The courses were to be comparable to those of a normal university and lead to an equivalent qualification.

Both the *Wissenschaftsrat*, the country's top higher education advisory body, and the West German *Rektorenkonferenz*, the committee of university heads, were involved in the early planning stages, and extensive negotiations took place between the federal government, whose competence was limited to provide technical training for the services, and the *Landes* governments of Hamburg and Bavaria, which alone could grant these new institutions the right to award degrees.

The Defence Ministry stipulated that no course or the new institutions should last longer than three years; that Hamburg should offer degree courses in education, economics and management, electrical engineering and mechanical engineering, and Munich in education, economics and management, computer science, electrical engineering, and mechanical engineering, and building with surveying. In Hamburg there would eventually be 2,100 student places, in Munich 2,500.

The structure of the two universities and the organization of their teaching programmes are thus broadly similar. A few differences

## Military campus planning lacks precision

Günther Kloss on the criticisms surrounding West Germany's two armed forces' universities

The new buildings of one of West Germany's two Universities of the Federal Armed Forces (*Bundeswehrhochschulen*), at Neuburg, near Munich, were opened in November 1977. Günther Kloss, the Federal Minister of Defence, in his speech the Minister emphasized the importance of political education as part of the training of future officers of the *Bundeswehr*. During their academic study the "student officers" he said, must concern themselves with the major political, legal, social and moral problems confronting modern society. They should, above all, study recent history.

His later made no direct reference to several serious anti-semitic incidents which had occurred at the university. In February, 1977, some drunken young officers (since suspended or dismissed) sang Nazi songs and staged a protest which was described as a symbolic burning of Jews.

This occurrence, which became public knowledge only several months later, revealed an appalling lack of knowledge and understanding of Germany's past among what are supposed to become West Germany's future military leaders. It aroused a great deal of apprehension inside Germany and led to a fierce political row.

The affair seemed to throw doubt on the whole concept of offering young future officers the opportunity to obtain, as part of their training, a degree in a recognized academic subject from an institution of university rank which, however, would be independent of the mainstream *Länder*-controlled universities. The "military universities" (the second is in Hamburg) are directly supervised by the Federal Defence Ministry and "recognized" by the respective *Land* governments.

Both institutions admitted their first students in October 1973. The universities had emerged after a long period of planning, and comparatively short planning period of university rank which, however, would be independent of the mainstream *Länder*-controlled universities.

The Ministry of Defence laid down that all future officers who signed up for a minimum of 12 years would undergo, at the beginning of their period of service, a five-year training period: 15 months' initial military training, ending with the officers' examination, would be followed by a three-year course of study and this special education would be followed by a further stage of military training as a direct preparation for the immediately following active service.

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emerged because there are variations in the exact location for the tertiary education. The Social Democratic governed Land Hamburg and the Christian Socialist controlled Bavaria.

The foundation committee of the Bavarian university faced the additional problem that there were no advanced vocational colleges for the army and the air force which had to be integrated into the new institution. No doubt reflecting the predominant higher education philosophy in Bavaria the results of the foundation committee's deliberations were not integrated comprehensive university but at most a cooperative one.

One of the main criticisms of the student body, and especially those students who initially were prepared to participate in the detailed planning process, is that the possibility of incorporating new ideas into these foundations was not exploited. Thus what, in the German context at least, looks quite revolutionary—a three-year university under examination—becomes considerably less innovative if one realizes that it is merely the traditional four-year course taught, for example, at Munich's Theological Faculty, condensed into three years.

Indeed, many course regulations have been taken over wholesale.

One reason for this is that the new university is very conscious of its academic standards. Because it is anxious to prove itself as a serious alternative to the traditional universities, its examination regulations require the approval of the Bavarian Minister of Education, Relations between the Ministry and the Ministry in Bavaria is said to be good, while the Hamburg Ministry in June temporarily withdrew its approval for the degrees awarded there.

Obviously it wanted to force the Defence Ministry to accept some minor modification of the examination regulations. In truth the controversial action indicated a much deeper fundamental dissatisfaction with certain features of the *Bundeswehrhochschule* for example, present non-integration with other local higher education institutions, Hamburg's lack of direct contact with the federal government, and basic hostility towards a separate, almost elitist "military university".

One difficulty in Munich was to recruit staff of the right calibre, although there was and still is no shortage of money —unlike in all other German universities.

During the first few years research facilities were not available so that elite quite young scientists were attracted to clubs, or older ones who then continued to work with the research staff and equipment of their former institutions.

With the current shortage of vacant university posts there is a plea for the exception of those posts in scientific research subjects. Here the military nature of the institution appears to be the explanation for the reluctance of qualified staff to apply.

The failure rate among the earlier students has been unacceptably high. About 80 per cent of the first, 1973, Munich intake failed their final examinations in 1976. The Hamburg figure was similarly depressing before these institutions' final examinations. The 1977 Hamburg figures, relating to the 1974 intake, still give reason for alarm: while 92 per cent passed in education and 81 per cent in economics, only 41 per cent did so in electrical engineering and 40 per cent in mechanical engineering.

It is becoming evident that the entire concept underlying the creation of the two *Bundeswehrhochschulen* requires thorough re-examination before these institutions are moulded into their final form. There exists an as yet unresolved conflict between the requirements of a university-type institution and the military nature of the institution. The difficulties of both universities have once again opened up discussion of a problem which constantly haunts the German public: the role of a professional army in a democracy.

Partly through a desire not to make matters worse, the university

## Mr Mintoff's war of attrition

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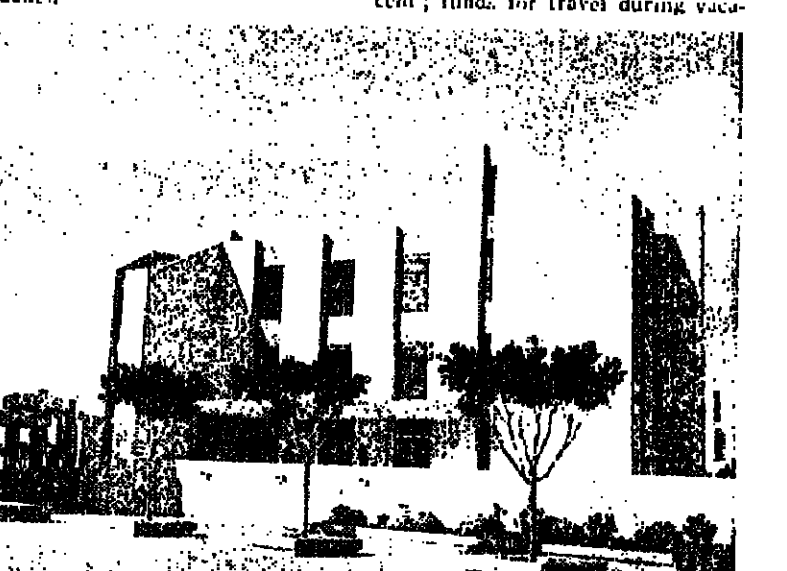
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Part of the modernist University of Malta campus.

These suffragette-like tactics had some effect. The government promised to re-open the medical school, albeit under radically altered conditions: a work/study scheme with six months' work and six months' study, a lengthened course, and a reduction of grants (which were anathema to the government) to £1,200 salary for the work part of the course. The teaching staff was to be made up of a surviving head of department, other Maltese doctors who had been recruited since the start of the strike and some foreign doctors.

Most of the students did not in fact wait for the opening of the school. In April, Dr M. Mervin, an Australian economist on sabbatical leave from the University of Queensland, published a book on the Maltese economy. Its main conclusion was that the rate of growth had slowed substantially since the election of the Labour government in 1971. Considering the physical limitations of the island and the recession triggered off by the increase in oil prices, this conclusion hardly reflected much discredit on Labour's economic policies.

Yet Dr Mervin found it difficult to find a publisher for his book—the university, for instance, refused to touch it—and when the book was published government economists criticized it fiercely.

Before the Mervin affair had blown over, another and more dangerous storm was looming. An apparently trivial disagreement between the government and the Medical Association of Malta led by rapid stages through a threatened strike, a lock-out of the doctors from the government (and the teaching) hospital and the dismissal of a large number of doctors from government service. The senior consultants, who held joint government university posts, were dismissed with the rest. The university, after taking legal advice, dismissed them from their departmental headships as well. The medical school was virtually denuded of staff.

The first casualties were the final year medical students: the lock-out prevented clinical examinations. The students migrated to London, where they sat for, and put up a decent performance in, the London Conjoint Board examinations.

The lock-out of local doctors lasted through the summer with the government having to resort to the expensive expedient of importing foreign doctors to keep basic hospital services going. With the aid of the new academic year in October, and with no sign of settlement of the doctors' dispute, the problem of staffing the medical school became acute.

Partly through a desire not to make matters worse, the university

The fundamental problem is not that of people unfitted to take up available jobs, or of a development hampered by lack of trained manpower, but of too few jobs being available. There are at present some 5,000 registered unemployed (5 per cent of the labour force); another 7,500 people work in the various labour corps, and married women are, generally, not allowed to work. The real unemployment level is therefore well above 10 per cent. The proposed restructuring in tertiary education, while it may avoid the production of an army of graduate unemployed by severe restriction on entry into universities, cannot of itself ease the job situation.

The government argues that its main aim is







# Jobs are scarce as American philosophy flourishes

Few shared in any aspect of American academic life more by leaving away at their home institutions, and philosophy is an exception to that rule.

The successful or ambitious philosopher is likely to belong to the American Philosophical Association (APA) and attend at least one of the three annual divisional meetings, where he or she will take care to meet some of the right people, listen to the gossip, perhaps contribute to the discussion at colloquia and after invited papers, and at least occasionally give a paper himself.

He will almost certainly have been to an APA convention to get his first academic post, for although its raison d'être is the reading and discussion of philosophical papers, the occasion has a secondary function: a place to find the permanent chairman who is recruiting permanent staff (a rare bird this year) may spend the three day meeting interviewing 30 or more candidates, he gives them 1/2 or 3/4 of an hour each, he is left with little time to listen to philosophical papers.

But with the present dearth of academic openings, a philosophy professor is much more likely to be trying to guide one or more graduate students into their first jobs—a responsibility most American academics take very seriously. At a recent APA meeting 670 people were looking for jobs and 60 departments were conducting interviews.

Interviews go on all day in the hotel suites of the recruiting departments. (The APA, like other academic associations, at hotels rather than in universities, alcohol is banned on most American campuses.) In the evenings the job market assumes its visible form. After dinner everyone gathers in the conference hotel ballroom for a reception—known as a "smoker"—that can last into the early hours of the morning. The smokers (two per conference) provide job hunters with a crowd of potential employers to approach and impress.

Traditionally most philosophers seeking their first post at APA meetings have been at the AHD (all but dissertation) stage. But with the job market in its present depression—most philosophers would say crisis—more and more candidates are still searching after receiving their PhDs.

Their chance of success, in philosophy as in other subjects, depends critically on the place of their university in the academic hierarchy. Prospects are bleak outside the top twenty or so.

## Clive Cookson takes the temperature of an APA meeting

The APA has between six and seven thousand active members, somewhat over half of all professional philosophers in the United States. Although the three geographical divisions (eastern, western and Pacific) hold separate annual meetings, each is a national gathering and many members attend more than one a year.

A visit to a smoker at a recent meeting of the eastern division in Washington DC showed that American philosophers correspond in physical appearance to popular stereotypes: serious, bearded and bespectacled.

Conversations with philosophers at the meeting showed general agreement about the two most important directions in which the profession here is moving: first toward greater emphasis on political and social philosophy, and secondly toward bridging the gap between the Anglo-American analytical tradition and European philosophy.

"Political philosophy has come back in great strength in the last 10 years," said Professor Alvin Goldman of the University of Michigan. "Normative ethics, which had lain dormant for the previous 50 years, have had a clear resurgence."

The Vietnam war is frequently mentioned as a major cause of the renewed interest American philosophers are taking in political and social issues. The Watergate crisis is used sometimes as a contributory factor.

According to Professor Robert Audi of the University of Nebraska, falling enrolments are contributing to the growing interest in social-political philosophy. They have led philosophers to develop courses which bring philosophy to bear on issues that engage students in their day-to-day life.

Professor Ruth Barcan Marcus of Yale University, who is chairperson of the APA national board of officers, agrees that Vietnam has been an important factor. But she points out, no-one can tell how much there has been a spontaneous outburst of social concern by philosophers and how much the profession has responded to external pressures, or even demands.

For American funding agencies have made large sums of money available to support philosophical inquiries into fields like medical and business ethics.

Women's rights and "women's issues" are also subjects of high interest. The APA's annual feature high on the list of topics that philosophers have



A child's agony in Vietnam: the war led to renewed political emphasis in American philosophy.

tackled over their past decade of growing social involvement. But Professor Marcus, who is perhaps America's leading woman philosopher, says there is no feminist philosophy—in contrast to history and literature where feminists have established their own perspectives.

Nor have women philosophers held a significant place in the women's movement in the United States. She adds that "the history of philosophy shows that in general philosophers have not been radicals."

Professor Marcus sees the alleged gulf between Anglo-American and European philosophy as a myth. The two traditions have been obliterated, she says, by a "tremendous revival of interest in analytical philosophy" on the continent and by renewed attention to European philosophers in the United States.

But the distinctions have not disappeared entirely. "What remains is a greater concern for clarity of thought in Britain and America—some continental philosophical movements are rather more casual about the canons of clarity."

However, Professor Marcus belongs to a department that is known for its sympathy for continental philosophy, and most of her American colleagues still feel distant from their European counterparts, though they generally agree that the gap is narrowing.

England, they believe is now less sympathetic to continental ideas than the United States.

According to Professor Goldman, the achievement and influence of English and in particular Oxford philosophy have been on the wane since about 1960.

Many philosophers are dismayed that, just at a time when their discipline is becoming more popular in terms of accessibility to laymen and of student appeal, it should be hit by an employment crisis whose end is not in sight. The APA does what it can to mitigate

the effects. For example, it set up a small committee to run a shop and provide consulting philosophers with higher education careers outside their discipline.

One of its members, Mr. H. Davis, who now works for the United States Department of Navy, says that although a philosopher's job is not glamorous, it is a good way of finding teaching posts. They are mostly short-term appointments. Only 5 to 8 per cent will eventually find tenured city posts, he predicts.

Professor Marcus feels that though universities must make more efforts to convince students to undertake postgraduate study, philosophy as an education is on its own right—not as a route to a particular success. But therefore, the substantial cuts must be made in graduate programmes.

There is a common belief among academics and administrators in the United States universities, some of whose human departments have already seen postgraduate enrolment by 20 per cent or more, that the way to cut should be concentrated on the less prestigious graduate schools. But, as some are well placed in private, they are not prepared to make a strong public test on the issue, for fear of giving a storm of abuse and accusations of elitism.

If there is pessimism about graduate programmes in philosophy continuing to produce PhDs at current rate, there is an optimism about undergraduate teaching. This is partly because many philosophers are broadening their appeal by applying to methods to issues that concern general public. Courses on such subjects as business ethics, philosophy of law, and values and technology are part of this trend.

Tim Albert reports on the mixed progress of a group of Lancaster graduates

## The class of '75: where are they now?

The number of 1975 graduates who had been in the class for two years was 11. The number of 1975 graduates who had been in the class for three years was 11. The number of 1975 graduates who had been in the class for four years was 11. The number of 1975 graduates who had been in the class for five years was 11. The number of 1975 graduates who had been in the class for six years was 11. The number of 1975 graduates who had been in the class for seven years was 11. The number of 1975 graduates who had been in the class for eight years was 11. The number of 1975 graduates who had been in the class for nine years was 11. The number of 1975 graduates who had been in the class for ten years was 11. The number of 1975 graduates who had been in the class for eleven years was 11. The number of 1975 graduates who had been in the class for twelve years was 11. The number of 1975 graduates who had been in the class for thirteen years was 11. 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Simon Mudgeley examines a bold attempt at community involvement by the City of London Polytechnic which could serve as a blueprint for others

## Pushing back the frontiers of knowledge

Trail-blazing plans to try to make "community involvement" more than just a fashionable phrase for institutions of higher education are being developed by the City of London Polytechnic.

If successful they could provide a blueprint for how inner city colleges might achieve greater integration and involvement with their local communities.

One of the plan's chief architects, Dr Cynthia White, head of sociology and, since July 1976, the polytechnic's community liaison officer, believes that the City of London is one of the few polytechnics to have adopted a holistic approach to the question of community relations.

For the past 18 months the polytechnic has been devoting a considerable amount of time and effort to examining its potential role in the community, and developing ideas for a multi-faceted approach to the question.

To understand the forces that have encouraged this prolonged period of soul searching it is necessary to look back at the history of the institution.

City of London Polytechnic was created in 1970 from the merger of the City of London College, the Sir John Cass College of Science and Technology, the Sir John Cass College of Art and the King Edward VII Nautical College.

Until last year, having been split between 14 different buildings on 11 sites in Tower Hamlets and the City, there was relatively little scope for community development.

Described by the Department of Education and Science and the Inner London Education Authority as being the worst housed polytechnic in the country, one of its main problems has been to achieve greater concentration.

It was this quest which forced the polytechnic to tackle the problem of community involvement. In struggling to save well-developed plans for a major development on a 12-acre area known as Western Dock site in the docklands redevelopment area, the polytechnic came under mounting pressure to justify its claims for valuable land in the face of other pressing housing and industrial needs in Tower Hamlets.

The borough council would not support its application for planning permission unless it could show some kind of commitment it would make to the local community.

As locals claimed the only other major institution of higher education in the area, the University of London's Queen Mary College, had never benefited their children, so they good was higher education to them.

"Never before had we or many other educational institutions been called upon to justify ourselves in that way, to people who were for the most part non-users", explained Dr White.

For what were, initially, pragmatic reasons—that is, it needed the land—the polytechnic was forced to examine precisely what kind of role it might play in a deprived community.

How could it make itself relevant to justify its presence in a community suffering from a variety of problems including high unemployment, urban decay, and population loss?

As Dr White says, how does a college, especially a polytechnic, which was created to provide for the higher levels of education—rather late to, and serve a borough such as Tower Hamlets, where fewer than 200 young people a year enter the sixth form?

But increased involvement also accorded well with the aims of the 1966 White Paper which emphasized the importance of local involvement and close links with industry; and the stark contrasts between its own relative opulence and the poverty of the surrounding area.

Community awareness also chimed in well with the policy emphasized in a 1973 ILCA report *An Education Service for the Whole Community*, which said: "The education service will be strengthened if those who provide it recognize the variety of needs and the changing needs of the individuals and the communities which it serves."

In the event, the polytechnic lost the battle for the Western site and



Life in Tower Hamlets: Fewer than 200 youngsters a year enter the sixth form.

another, the Free Trade Wharf in Wapping, was suggested. But it was much smaller (5.4 acres) and further east than Western Dock, and the creation of a split campus involving the plan also meant that the whole balance of the geographical spread of the polytechnic's activity would change.

In future 76 per cent of the full-time equivalent students in Tower Hamlets have been conducted in Tower Hamlets while only 24 per cent would continue in the City. (A substantial part of this short course work devoted to the business community's needs.)

At present, 55 per cent of the polytechnic's full-time equivalent work is conducted in the City, full-time equivalent work is located in Tower Hamlets.

Today, plans are going ahead to develop Free Trade Wharf in such a way that, by 1990, all polytechnic departments will be housed on the site—although courses that need to be close to the commercial centre will continue to be run from two existing buildings in the City.

Local fears have at least been calmed, the polytechnic has come a long way towards developing and implementing plans to create what Dr White describes as "a true relationship" with the community and Tower Hamlets has given its blessing to the Free Trade Wharf application which is currently being considered by the Greater London Council.

There are three main areas where the polytechnic has identified the potential for a positive contribution

to the life of the borough: economic, educational and social/cultural.

On the educational side, Dr White feels that the main problem is how to make a relevant contribution when demand at 18-plus is so small. To ascertain educational demand and need in the area, the polytechnic has applied to the Department of the Environment for a research grant to examine where a young person lives, his family background, school environment or employer's expectations which leads him to opt in—or out—of education and employment.

It is hoped that the results of this work will enable the institution to create tailor-made education programmes for the locality and eventually, to influence the development of educational policy at a local level.

Dr White also wants to encourage greater cooperation and coordination throughout the system and so stimulate a system of education at all levels, and provide opportunities for second education and continuing education.

Efforts are being made to meet the needs of the local community by offering specially designed link and short courses. A link course designed to bring students at institutional level to the level at which they can transfer to the polytechnic's school of art has already begun.

By next September it is hoped to have launched a "fresh horizons" course in conjunction with Toynbee

Hall and the City Literary Institute to give people with no formal qualifications the study skills to equip them to go into higher education. A short course which has just been established which it is hoped will be able to respond to local needs and demands as they arise.

Two 12-week courses, which covered man-made materials and their use and maintenance especially in boat-building, have already been run, mainly for social and community workers, in conjunction with the Shadwell Basin Project—an LEA-sponsored scheme designed to transform an expanse of disused, enclosed water in Wapping dockland into a leisure scheme.

There are also high hopes that a geography, department-sponsored initiative designed to create a geography teachers' centre will bear fruit. Recently, more than 100 geography teachers from all over London took part in an exploratory meeting at the polytechnic to discuss the idea.

On the economic front the polytechnic is hoping to stimulate small business renewal to help fire the economic revival of the borough. In about six weeks' time it is planned to open a business advice and development centre to provide the expertise needed by those intending to set up in business for the first time or who are experiencing problems with potentially viable enterprises.

This will be linked with the creation of a craft workshop scheme where polytechnic graduates from silversmithing, jewelry and metalurgical courses can set up in business either on their own or with local craftsmen in a building specially leased from the GLC.

It is hoped this scheme will generate employment for local craftsmen; provide a "real business situation" which the advisory service will be able to monitor and learn from; and offer an opportunity for polytechnic graduates to gain experience of operating their own independent businesses.

The polytechnic is also helping to provide continuing education and create a supply of trained personnel which could help to attract new employers to the area, by its community industry link scheme. Under this Government-backed scheme 12 to 18-year-olds from the locality come to the polytechnic for a year to gain work experience.

They fill a wide range of jobs in the polytechnic through which they gain social skills, become familiar with the college, get some basic training in office skills, and so on which, hopefully, give them greatly improved job prospects.

On the social and cultural front considerable efforts are being made to encourage staff and students to get involved in the life of the community and to open up the polytechnic's facilities for the use of local people.

Plans are in hand to convert two listed Georgian buildings on the new site into a sports centre to serve the local community.

A student community action officer, funded partly by the Jubilee Appeal Fund, has been appointed. In the past six months he has quadrupled the amount of student community work being done in the borough.

Although the polytechnic's immediate priority is to develop links with the local community, it is also aware of the need to preserve and reassess its relationship with the City (75 per cent of the polytechnic's work is conducted in the City), which serves the diverse financial, commercial, and legal education needs of the business community.

One of the main challenges will be combining the institution's existing role as the polytechnic of the City with that of its developing role as the polytechnic of the docklands.

As Dr White says: "It means using innovation and imagination and a preparedness to rethink some of the traditional approaches to education to encompass a whole range of new and developing needs in the inner city. If we get it right we might have the makings of a blueprint for educational relationships and developments in similar areas in other parts of the country."

## Letting the consumers have a say

Ask the chairman of Bradford local development council for education to justify the institution's existence, and he will tell you: "A lorry driver doesn't park his vehicle outside Bradford University, run up the steps, and enrol for a course."

The local development council, Bradford is now in its second year and about to take an introductory look at its performance so far in the outlook for the future at a conference next month.

Bradford was one of the first areas in England to establish a local development council, after the Local Government Act of 1974. Its remit was to recommend the creation of such bodies throughout the country. Its present chairman is Mr. J. J. Kennedy, a senior councillor of the Open University in Leeds.

Mr. Kennedy insists the council is not merely a "talking shop" but a body which is actively engaged in handling over chairmanship to one of their number.

All recommendations from the council go forward to Bradford's education subcommittee, which originally received an impetus for the founding of a council.

It began with an L.E.A. examination of existing adult education provision in Bradford, and it was missing from the system, it was realised the time was ripe for the creation of a local council, in a number of discussions to take place in the summer as well as the provider.

Nothing has, inevitably, gone to the major obstacle for the council. "We have to be aware of the realities of the financial situation. Any recommendations I make must be responsible and realistic," says the council chairman. Apart from providing a local authority with a long-term plan for the service, the council attempts to apply pressure in the right directions.

Finally, the council is also responsible for publicising adult education facilities, and ensuring that the council's resources are made available.

It operates through an elected executive committee, which has at its disposal a number of working groups. The council meets three times a year to consider proposals from the various committees, and to discuss suggestions through to the L.E.A. or other appropriate bodies.

Working groups have been set up to consider issues as industry education and the creation of a counselling and advisory service. The council has been awarded a Manpower Services Commission grant, questioning the appointment of a new education officer and the new Education Programme.

If the project is approved, the council hopes the team will be able to establish a counselling and advisory service. It is particularly anxious that the service should be able to attract the disadvantaged into adult education. All three working groups would monitor the scheme's progress.

Another working group has been set up to investigate the role of education. A survey of the town's needs has already been carried out, and the traditional cookery and dress making sessions is being overtaken by requests for courses such as Open University's parenthood programme. The intention now is to extend the survey to other women's organizations.

Bradford has a sizeable immigrant population, and their needs are being examined.

Next month's conference, to be held at Bradford College from Friday, March 17, to Sunday, March 19, will be taking a further look at many of these issues and preparing a series of concrete suggestions to the L.E.A. It will also be examining the work being undertaken in other areas.

Maggie Richards

## Teaching in the heart of the City

The greatest asset of City University's Business School, according to its new director, is that it is located in the heart of the real world. One of its buildings, Graham College, is a stone's throw from both Goldsmith and the Bank of England. The other, Lionel Denny House, is opposite the Barbican, midway between the university and the City.

The real world is psychologically close to the City. Since it was born out of the Northampton College of Advanced Technology in 1966, has been that its staff must combine academic expertise with substantial management experience.

In this new director, Dr. John Treacoe, is no exception. He joined the university this year after 12 years as a chairman of Britain's biggest advertising agency, and as a relative novice in management education he is prepared to look critically at some of the discipline's sacred cows.

His arrival was propitious. Until last year the school was officially known as the City University Graduate Business Centre. But it has now changed its name and taken a first bold step into undergraduate training with the introduction of a BSc in business studies.

The presence of a new director who is leadingly sceptical about some of the more extravagant claims of management educators is bound to help the new degree avoid the common pitfall of giving its students inflated hopes of instant success when they graduate.

"There is no type of management training which like learning to dance, can teach you to become a manager in 10 easy lessons," he believes. "But what we can do is teach the disparate academic disciplines with a strong emphasis on the applied. Applied economics, for example, can be taught on a highly theoretical level—a study of Friedman's monetary models, for example—or relate to particular institutions in the City and how they work."

The new degree reflects this philosophy. The first year of the course is devoted to a thorough grounding in the basic business disciplines of economics, business law, accountancy, quantitative methods and behavioural sciences. Only in the second and third years are students allowed to choose a specialism.

Whatever fears there may have been about departing from an exclusively postgraduate tradition, and launching an undergraduate course appear to have evaporated in view of the unexpectedly high quality of applicants for the BSc. According to Professor Oliver Vessey Holt, the school's sub-dean, the new course has been able to command the highest entry qualifications in the university, with over 1,000 applications for only 40 places.

When all three years of the degree are enrolled, student numbers will total 150.

The school's main activities, however, continue to revolve around its strong tradition of postgraduate

research. As on the teaching side, however, the school's policy is to keep its research as wide as possible, covering human relations, operational research, marketing, economics and corporate strategy as well as finance. It has even begun work on a miniature, econometric forecasting model of the British economy.

Much of the research work is sponsored by business and industry. One company, for example, sponsored a major study of why one of its ailing subsidiaries was unable to transform itself into a flourishing concern when there was a change of management.

The applied value of such work is obviously important, and yet it can also provide a fertile basis for rigorous academic research. The investigation of the ailing subsidiary and its astonishing recovery, undertaken by Professor Peter Griener, has developed into a complex interdisciplinary study of decision-making and business strategy.

In most universities, the town-gown duality is seen as a source of tension and conflict. The City University Business School, on the other hand, has made the City on its doorstep one of its greatest assets.

Horner's view



Peter David

John Mackintosh is the latest of Mike Duckenfield's tele-dons

## The backbench professor

John Mackintosh is the only sitting member of the House of Commons to have held a professorial post. Since university seats were abolished in 1962, he has represented Berwick and East Lothian for the past 12 years, and last autumn he took up the senior chair in politics at Edinburgh University.

Despite a serious heart operation last year and the need to travel to Commons debates every Tuesday and Wednesday, he is "much less unhappy" than when he was a Labour backbencher whose political career had failed to take off. Now, he wants "to establish the proposition that going into Parliament is not like catching a disease which renders you unfit for normal activity."

By returning to Edinburgh, he has come full circle: back to where he took his first degree, an MA in History in 1950. This was followed by further MA's in PPE at Balliol College, Oxford, and American History at Princeton. He then taught history at Glasgow and Edinburgh, before switching to politics at Ibadan in Nigeria and Glasgow in 1962, when 35, he was appointed to the political chair at Strathclyde but had to give it up a year later to enter Parliament.

He went to interview at Strathclyde when Gordon Walker had just lost the Leyton by-election and the minority Labour government looked doomed. "I put this to them and said 'I'm still as interested as ever in politics but my guess is you'll get me for five years. If the Labour Party had been leading in the polls then I don't think I'd have got the job.' Ironically, he was succeeded by a political specialist, Richard Rose.

Adopting the ancient Scottish tradition—dating from when professional teachers were paid by the hour—Mackintosh currently teaches a first-year class of about 200 students. Appropriately—for an outspoken backbencher—he concentrates mostly on political obligation: why people obey governments.

Slightly more than 30 students take politics to honours level, some taking Mackintosh's optional final year course on comparative legislatures. There are also about 30 postgraduates and he spends a total of seven hours a week teaching.

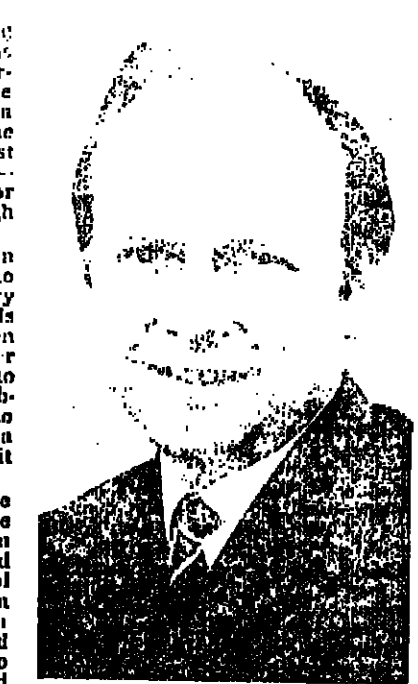
The department, which has a teaching staff of 12, offers 16 courses—but Mackintosh has plans for expansion. Apart from encouraging joint politics and modern language degrees, he wants to build up the Centre for the Study of Scottish Government, attached to the department, and to launch a diploma in public administration aimed at local government officials, Civil Servants, military career officers and managerial staff in the nationalized industries.

At present, the Centre produces a yearbook, *Scottish Politics*, and is building up an archive of Scottish government and devolution. It is hoped to win funding for two fellowships; one to study the structure of local government under an assembly, the other to examine ways of dividing the Scottish Office into ministries. Eventually, the Centre could provide policy proposals for a Scottish government.

Mackintosh has several books in mind—including ones on political obligation and authority, Parliament and social and political policy seen from a theoretical point of view. "What interests me is a replacement for Tony Crosland's book on the future of socialism. There is a democratic socialist position? I am not merely a politically polemical book. What I want to write about is whether one can run incomes policies and leave freedom of choice."

The problem of retaining personal freedom in a patronage state, varies increasingly. He recalls a student who asked him for the Vote Yes in the Referendum Committee. "What bothered me was that people of considerable influence, who'd been appointed to this or that body, who'd have given up on saying 'oh, I'd love to serve, but I'm not keen on it', but I'm on the Harling Industry Board, I can't possibly."

Earlier, in November 1967, Crossman, not unapologetically, saw Mackintosh as "nice and nasty, bitchy and enormously gifted, clever and very in certain ways stupid; a kind of radical right-winger". Later,



John Mackintosh: "Parliament is not a disease."

Do you realize there are 4,000 jobs in the gift of the Scottish Secretary?

The trade-off between equality and liberty concerns him politically. He feels it is no longer unfashionable to be intelligent and on the Right. "A lot of friends from the Scottish academic community who campaign for me at elections make it clear they come because of old friendships with me."

"A number of 'John, how can you bear it? How can you bear to go on with this association with a party of the big battalions: the party that prefers a deal with two or three trade union leaders to try to win an ideas issue?'"

"One of our problems—as a party—has been that theoretical issues shouldn't be talked or reputation about, and one does get a reputation if you do this, for being a deviant and I don't just mean intellectually—revolving around the creation of central government and single-tier local authorities."

"Home Rule all round", as it was dubbed—*The Government and Politics of Britain*, which appeared in the dying months of the second Wilson government. Most recently, he has edited a two-volume book of essays, *British Prime Ministers in the Twentieth Century*.

He is also a joint editor of *The Political Quarterly*, with Professor Bernard Crick, chairman of the Hansard Society and a frequent broadcaster though he appears less often on nationally networked television since he and his colleagues decided to refuse to travel away from home at weekends to be interviewed. In addition, he writes regular columns of comment for *The Times*, *The Scotsman* and a medical journal.

Like a former professor on the other side of the House, Enoch Powell, Mackintosh is a staunch defender of parliament. Though a dedicated Pro-Marketeer, he opposed the referendum on the principle that it fostered the trend towards the plebiscitary element in British politics.

Similarly, he has been prepared to make his backbencher's vote felt. In 1976 he and Brian Walden both abstained on a crucial clause of the Dock Work Regulations Bill, which sought to reserve jobs, handling cargo within a five-mile coastal strip to dockers. The government was defeated.

"Though he would now prefer to sit in a Scottish Assembly, he does not feel embittered about having been thwarted in his ministerial ambitions at Westminster."

"I've got an enormous amount out of it. I have preserved my interest in political affairs in a way I couldn't have done if I'd stayed in academic life. I don't think I'd have derived my interest in political theory if I hadn't faced some of the problems in practice: of having to persuade fishermen not to blockade East Coast ports, for instance. As a result, I think I'm a much better teacher."











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## Colleges and consciousness

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There is an almost universal belief that universities bring about change in their students. If they did not believe this, parents and governments would not pay for students' education, and the same belief lies behind the far left's view of universities as agencies of the capitalist system.

But what is the nature of these changes? We can be reasonably sure that they include at least a temporary increase in the value of that one quality that universities' examinations seem relatively successful at testing. Beyond that, we are in a very speculative area. We may hope that three years in a British university gives a student the ability to think more clearly, together with a wider understanding of a range of problems, a greater facility at personal relationships, or whatever; but this is a far cry from knowing not merely that these changes take place, but that the university has brought them about.

There are considerable problems in measuring such changes, and even greater problems in tracing their causes. We can find that students' views and attitudes have changed, but do these changes merely reflect changes in the wider society of which they are part? Their qualities and abilities change, but is this merely the result of maturing? Graduates are different from others of the same age; but, as they are a select group, do they take these differences into the university with them?

One way round this problem has been attempted by researchers looking at one easily measurable difference—that graduates earn more than others. They take a control group which is like the graduates in every measurable respect except for the absence of a degree. All other differences having been accounted for, any difference that remains must be attributable to the degree. The weakness of this procedure is that when everything else has been measured, there is still the basic difference on entry into the university, unaccounted for. Something in their characters or backgrounds made the graduates go to a university, while the controls did not.

In this very important study of American students, Dr Astin has tried to get round this difficulty by not taking an outside control at all, and working only on comparisons between various groups of students. He measures the effects of maturing by comparing older with younger in attitudes in the wider society by comparing students' attitudes on leaving not only with their own attitudes four years earlier but also with those of the new group then entering. He traces changes by looking at students at intervals during their four years in college, and after they have left. He measures the effects of different kinds of institutions by comparing changes in their students with those in others.

All this is possible because he has a massive amount of data—his 10 follow-up surveys of students who entered colleges between 1961 and 1969 (for whom he had data on entry) total more than 200,000 cases. This enabled him, in his analyses, to control for a large number of variables, such as the student's ability, age, sex, religion, attitudes on entry, and so on. Indeed, he is able to do this even when, for economy, he restricts his analysis to a sub-sample of a mere 7,000 or so.

Some of his results on such issues as the quality of the intake of different universities, and drop-outs, have been mainly drawn from the years. In this book he concentrates entirely on the measurable effects of colleges, presenting a mass of findings but generally leaving his reader to work out their implications and significance for himself.

Again, there is a warning. The picture emerges of rather tentative findings on such issues as the quality of the intake of different universities, and drop-outs, have been mainly drawn from the years. In this book he concentrates entirely on the measurable effects of colleges, presenting a mass of findings but generally leaving his reader to work out their implications and significance for himself.

## America—bloated or undernourished?

Investment in Learning: The Individual and Social Value of American Higher Education  
by Howard R. Bowen  
Jossey-Bass, £15.00  
ISBN 0 87589 341 4

"A ponderous, bloated, wasteful enterprise expending out of all proportion to the genuine social yields" or "an undernourished enterprise that produces outcomes of far greater value than the resources it uses?" American higher education with its half a million teachers and hives of knowledge how many students must be the foremost candidate for analysis of "accountability". As befits a study commissioned by the Carnegie Council on Policy Studies in Higher Education, this substantial volume is not a polemical work but rather a synoptic view of research findings and an attempt to form a balanced judgment on how far one can go in answering questions of this magnitude.

The author recognizes that there is a certain legitimacy about the accountability idea, that the "trade-off" mentality which brings into educational discourse various hideously alien terms like resource outcomes, cost-revenue, or input-output, is an inevitable concomitant of reducing inquiry to what he calls simple pecuniary calculus. What is important is balance so "when we are prudent we arrive at decisions by acquiring as much evidence as possible and then relying on informal judgment; a combination of sensitivity, insight, logical inference and common sense." If this sounds true one need only recall some of

the self-indulgent and myopic arithmetic of recent years and Professor Bowen is surely right in having little time for those who are prepared, in his phrase, to empty out content in the search for measurability. Moreover, as an economist he is perhaps on better ground than many for administering this corrective but, just to be on the safe side, he inserts some telling quotations from erstwhile gurus of the strictly quantitative persuasion to support his view that statistics are no substitute for judgment.

All that having been said and applauded, however, what does the evidence tell us before we proceed to the stage of judgement? The impression conveyed is of three main categories: (i) the uncontentious— which confirms the common-sense view; (ii) the mildly surprising— which indicates that common sense is not enough; and (iii) the unexplored, or unexplored—where one reaches the limit beyond which generalizations are meaningless.

In the first category are such statements as "the results of the various studies... with the common-sense conclusion that four years of reading, writing, speaking and conversing in an academic setting can hardly impair the verbal skills of students and might be expected to improve them". But what if the analysis shows that students do obviously advance in learning at American colleges it also reflects an anxiety about falling standards at entry as measured by steadily declining scores on scholastic aptitude tests. Thus even in the uncontentious areas, the need for wise interpretation of statistical data is evident.

An example of the second category is the finding that "higher

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English

## Sesame Street and after

Devilston and the Preschool Child: Psychological Theory of Instruction and Curriculum Development  
by Harvey Lesser  
Jossey-Bass, £13.35  
ISBN 0 12 44250 1

It is more general than popular interest in the part that television plays in our lives is most hot technological revolution, frequently concentrated upon the time of Robbins and the powerful effects of televised productivity that we have... since the chapter was... vey the research... a discerning... scepticism with... return on investment... are sometimes viewed... add weight to the... The third category... way of an interesting... changes in the broad... and expectations of... of the Allport-Verne... of the Allport-Verne... But one... uncharted country... indications that... Good a guide as... In more general... Learning tells us... only about American... tion but about the... sity work wherever... In this connection... Kingman Brewster... the non-controversial... a contradiction in... on to offer a percep... on contemporary di... social progress. Per... virtue is its humane... the values of higher... dently written but... monstrities of term... the "teaching-learning... so that just occasi... appears alongside... cavilling apart, th... deserves a welcome.

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can be properly assessed it is necessary to relate programme content and design to what is known about how children learn during the normal course of development. Insufficient attention has been paid to this in the past. There follows a subsection of research evidence relating to the development of reasoning ability, language, visual perception and memory. The differing emphases and conclusions of the Piagetians, the Russians, and the Americans are described in considerable detail, and from these Lesser produces a series of "formats"—step by step exercises, designed with television presentation in mind, for teaching specific concepts or skills in accordance with the tenets of a particular theory. For instance, illustrative outlines are given for a way of teaching the distinction between "more" and "less" based on Eve Clark's semantic feature hypothesis, and for the development of exploratory eye movements à la Vurpillot.

But just as different theories of child development and learning result in different curricula and modes of instruction in the classroom, so they lead to a variety of "formats" for televised instruction. The author seems content to take them all on board—"to encourage children to reason more effectively and creatively in all ways possible". But in order to justify the book's subtitle—*A Psychological Theory of Instruction and Curriculum Development*—he should surely have presented some evidence that his "formats" actually do what they are designed to do. This may seem a tall order given the incomplete state of our knowledge about cognitive development, but those responsible for planning and producing the programmes of the future could reasonably expect more guidance than is given here.

Peter Barnes

# BOOKS

## Light in a dark age

The British in Germany: Educational Reconstruction after 1945  
edited by Arthur Hearden  
Cambridge University Press, £8.50  
ISBN 0 221 89637 1

One of the most interesting aspects of the history of the collapse of the Weimar Republic and the establishment of the comfortably conservative Federal Republic is that, where he has reconstruction put it, situated in a time of others, he range semi-darkness. This is not a book to dismiss many years ago, so in regard to education policy explanations that they lies, how did the virtual facsimile of the most important aspect in the face of the determined to come out of America (the USA, the senior partner in books on higher of the Western allies, to impose started some 15 years ago, comprehensive, universally accessible, he got all his answers, progressive, democratic education has totally cracked on system? Could it be that the of proving that certain things were responsible?

Here I have some doubts that nicely reflects the British example, he finds that approach to educational reconstruction who stayed in college after the occupation. It compares larger increases of papers presented at a conference on drop-outs, even after the British educational policy ling for certain relevant postwar Germany at Oxford in He takes this to "strong" mislabeled papers. The authors' terpersonal self-esteem and how were actively involved in Germany. But drop-outs may at the time: some contributions from those who stay at home memories of 30 years ago, a experience of drop-outs are research papers drawing on well itself affect self-esteem (original printed sources).

Again, there is a warning. The picture emerges of rather tentative findings on such issues as the quality of the intake of different universities, and drop-outs, have been mainly drawn from the years. In this book he concentrates entirely on the measurable effects of colleges, presenting a mass of findings but generally leaving his reader to work out their implications and significance for himself.

Perhaps there is enough recognition in it that some of the problems they very nature, be solved.

William Rowlinson

## new books

### Design and Technology in the School Curriculum

Tom Dodd

Design and Technology: a growing, dynamic and increasingly relevant curriculum activity to pupils in secondary schools and the world in which they live. This book traces its evolutionary pattern and justifies its inclusion in the curriculum of the future. Many Design and Technology activities, if fully developed, do not fit into the traditional curriculum structure, and the book therefore proposes a tentative theoretical model which would help to accommodate these changes. This book is an analysis of a subject area on which very little has been written; it provides a rationale, a theory and a developmental structure for an increasingly valuable school activity.

March publication  
Paperback £1.95 0 340 22490 8

### Curriculum Change in the Nineteenth and Twentieth Centuries

Peter Gordon and Denis Lawton

This book discusses the process of curriculum change in the wider context of various kinds of social, economic and political change which have had important educational consequences. The "official background" (Education Acts, Committee Reports, the work of the Schools Council) is examined chronologically. The authors use a thematic approach to the major influences on primary and secondary curricula today. The interconnection between teaching methods and curriculum content is discussed and the influence of examinations on the curriculum is analysed. Finally the book describes a number of pressure groups and the effect they have had on changes in the content of education.

May publication  
Boards Probably £12.50 0 340 21374 4  
Unbook Probably £6.75 0 340 21375 2

### Education in England and Wales

H. C. Dent

Here is a comprehensive yet concise introductory survey of the whole of the educational system of England and Wales, beginning with an historical and general description which leads to more detailed studies of particular aspects of the system. These cover primary and secondary education, the education of handicapped children, the welfare services, independent schools, further education (including university education), and teacher training. This book, issued under a new title, is substantially a new edition of Professor Dent's well known *The Educational System of England and Wales*. Completely revised and reset, it remains authoritative, readable and explicit.

Already published  
Boards £4.95 0 340 21488 9  
Unbook £2.25 0 340 21488 0

\*Teachers and lecturers are invited to write for inspection copies.

Hodder & Stoughton  
Dept. E1382, P.O. Box 702, Mill Road,  
Dunton Green, Sevenoaks, Kent TN15 2YD.

**Hodder & Stoughton**



## View from Olympus



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## Universities

**THE UNIVERSITY OF CALGARY**

Invites applications from, or the nomination of highly qualified individuals for the position of

### PRESIDENT

to take office September 1, 1978

The University of Calgary is a publicly supported institution established in 1966. Degree programs are offered in a wide variety of academic and professional disciplines through 16 Faculties and a University College. The University has a current full-time enrollment of approximately 11,000, including both graduate and undergraduate students and a full-time teaching faculty of 940.

The President has the general supervision over and direction of the operation of the University, including the academic work and business affairs of the University, and such other powers and duties as may be assigned to him by the Board of Governors.

In the performance of these functions, the President is assisted by a Vice-President (Academic), a Vice-President (Finance) and a Vice-President (Services).

The salary and terms of office of the President are negotiable.

Written applications or nominations for this position, accompanied by a resume of qualifications, will be received until a selection is made, and should be sent to:

Secretary to the Board of Governors  
Room 127, Arts Building  
The University of Calgary  
Calgary, Alberta  
T2N 1N4

**AUSTRALIA**

Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Professor \$43,248; Lecturer \$24,851-\$41,850. Further details, conditions of appointment for each post, method of application and application form, where applicable, may be obtained from the Association of Commonwealth Universities (ACU), 38 Gordon Square, London WC1H 0DP.

**University of Queensland**  
**LECTURER IN MUSIC (PIANO)**  
Applicants should be experienced professional pianists with a degree in music, and should be experienced in teaching piano at tertiary level. An ability to teach improvisation would be an added advantage but is not essential. The appointee will be required to teach students specializing in piano, in research into topics related to piano and to participate in the work of the Department. The salary will be in the range of \$24,851 to \$41,850 per annum.

**University of Melbourne**  
**CHAIR OF MECHANICAL ENGINEERING**  
Applications are invited for the Chair of Mechanical Engineering, to be held by a person of international standing in the field of mechanical engineering. The appointee will be required to teach and supervise research in the field of mechanical engineering. The salary will be in the range of \$43,248 to \$58,248 per annum.

**University of Queensland**  
**LECTURER IN ACCOUNTING**  
Applicants should have a degree in accounting, and should be experienced in teaching accounting at tertiary level. The appointee will be required to teach and supervise research in the field of accounting. The salary will be in the range of \$24,851 to \$41,850 per annum.

**University of Melbourne**  
**CHAIR OF ECONOMIC HISTORY**  
Applications are invited for the Chair of Economic History, to be held by a person of international standing in the field of economic history. The appointee will be required to teach and supervise research in the field of economic history. The salary will be in the range of \$43,248 to \$58,248 per annum.

**University of Queensland**  
**LECTURER IN DEPARTMENT OF ACCOUNTING**  
Applicants should have a degree in accounting, and should be experienced in teaching accounting at tertiary level. The appointee will be required to teach and supervise research in the field of accounting. The salary will be in the range of \$24,851 to \$41,850 per annum.

**University of Melbourne**  
**LECTURER IN DEPARTMENT OF ACCOUNTING**  
Applicants should have a degree in accounting, and should be experienced in teaching accounting at tertiary level. The appointee will be required to teach and supervise research in the field of accounting. The salary will be in the range of \$24,851 to \$41,850 per annum.

**UNIVERSITY OF TRONDHEIM**  
The Norwegian Institute of Technology

### LECTURER IN ENGLISH

The Norwegian Institute of Technology invites applications for a Lecturer in English with responsibility for:

Course in Scientific and Technical English  
General English Language Teaching  
English Language Consultancy

Applicants should be native speakers with postgraduate qualifications in an appropriate branch of English for Special Purposes or with a background in science, engineering or technical writing and relevant teaching experience. A knowledge of Norwegian is not essential but would be an advantage.

The initial appointment will be on a one-year contract, starting in September 1978. For further particulars write to the address below to which applications, accompanied by full curriculum vitae, but not requiring the use of a standard application form, should be sent by the end of March 1978. The Norwegian Institute of Technology, 7034 Trondheim-NTH, Norway.

**UNIVERSITY OF SASKATCHEWAN**  
COLLEGE OF DENTISTRY  
SASKATOON, CANADA

### ORAL BIOLOGY

Applications are invited for two full-time positions in the Department of Oral Biology. The appointees will be required to teach and supervise research in the field of oral biology. The salary will be in the range of \$24,851 to \$41,850 per annum.

**UNIVERSITY COLLEGE CORK**  
Department of Electrical Engineering  
Full-time Appointment

The Governing Body invites applications for a full-time post as Assistant Lecturer/College Lecturer in the Department of Electrical Engineering. The appointee will be required to teach and supervise research in the field of electrical engineering. The salary will be in the range of \$24,851 to \$41,850 per annum.

**UNIVERSITY OF THE WEST INDIES - JAMAICA**

### PROFESSOR/SENIOR LECTURER IN APPLIED MATHEMATICS

Applications are invited for the post of Professor/Senior Lecturer in Applied Mathematics. The appointee will be required to teach and supervise research in the field of applied mathematics. The salary will be in the range of \$24,851 to \$41,850 per annum.

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**THE BRITISH ACADEMY**  
SMALL GRANTS RESEARCH FUND  
IN THE HUMANITIES

Applications to the Fund are invited from senior members of the staff of universities and other institutions of higher education in the United Kingdom to support research by individual scholars in the humanities. Closing date: 1977-78 on 28 February and 30 April 1978. Further details and application forms are available from the Secretary, The British Academy, Burlington House, Piccadilly, London W1J 0NS (Tel: 01-734 6457).

**UNIVERSITY OF NAIROBI**  
KENYA

### LECTURER IN CROP PRODUCTION

Applications are invited for the post of Lecturer in Crop Production. The appointee will be required to teach and supervise research in the field of crop production. The salary will be in the range of \$24,851 to \$41,850 per annum.

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